

26350-14 9/80

PROFILE OF TEACHERS IN THE U.S.— 1990

C. Emily Feistritzer



**NATIONAL CENTER FOR
EDUCATION INFORMATION**

***PROFILE
OF TEACHERS
IN THE U.S.—
1990***

PROFILE OF TEACHERS IN THE U.S.— 1990

C. EMILY FEISTRITZER
Author and Survey Director

FRED QUELLE
Computer Data Analysis

DAVID T. CHESTER
Editor



**NATIONAL CENTER FOR
EDUCATION INFORMATION**

Copyright © 1990

The National Center for Education Information

Copyright Under Universal Copyright Conventions. All rights reserved. No part of this work may be reproduced in any form -- except for brief quotations (not to exceed 1,000 words) in a review or professional work -- without permission in writing from the publisher.

Copies are available from the
NATIONAL CENTER FOR EDUCATION INFORMATION
4401A Connecticut Avenue, N. W., #212
Washington, D. C. 20008

Price: \$29.95

TABLE OF CONTENTS

INTRODUCTION	1
HIGHLIGHTS	3
DEMOGRAPHICS	9
Sex	9
Race	9
Race by Geographic Region	10
Race by Type of Community	10
Age	11
Grade Levels Taught	12
Type of Community	12
Geographic Region	12
Years of Teaching Experience	13
Breaks from Teaching	13
Marital Status	13
Salary	14
Union Membership	14
Primary Teaching Assignment	15
TEACHER PREPARATION	17
Type of Teaching Certificate Held	17
Degrees Held	18
Status Regarding Teacher Preparation Program	19
Perception of Preparation to Teach	
When First Started Teaching	21
Current Preparedness for Teaching	25
Factors Contributing Most	
to Developing Competence as a Teacher	27
Grading Teacher Preparation	29
Best Ways to Learn to Teach	33
Most Ideal Teacher Preparation Program	35
Bringing Adults with Non-Education Degrees	
Into Teaching	37
ATTITUDES ABOUT STUDENT LEARNING AND REFORM PROPOSALS	38
Attitudes About Student Learning	38
Ways to Improve America's Educational System	41
Schools/Teachers Better Than Five Years Ago?	42
Ways to Make Teaching More of a True Profession	43

ATTITUDES AND FUTURE PLANS

Where Teachers Are Willing to Teach	45
Where Teachers Currently Teach	47
Reasons for Being a Teacher	49
What's Most Important on a Job	51
Satisfaction with Aspects of Life	53
Job Satisfaction	55
What Teachers Expect to be Doing Five Years From Now	57

APPENDIX A: SURVEY METHODOLOGY	59
---	-----------

APPENDIX B: SURVEY QUESTIONNAIRE	64
---	-----------

LIST OF TABLES

	<u>PAGE</u>
Demographics	5
Primary Teaching Assignment	8
Racial Distribution of Public School Teachers by Type of Community and Geographic Region	11
Question. What type of teaching certificate (license) do you hold?	??
Question. What academic degrees have you received?	18
Question. Which of the following represents your status regarding your teacher preparation program leading to an initial certificate (license) to teach?	19
Question. Which of the following teacher preparation routes did you follow to meet all the requirements to obtain your full or standard teaching certificate?	20
Question. When you first started teaching, how well did your teacher preparation program prepare you for the following aspects of teaching?	22
Question. How well prepared are you now in the following areas of teaching?	24
Sources That Have Contributed Most to Developing Competence as a Teacher	26
Question. How would you grade the following aspects of your teacher preparation program?	30
Question. What do you think are the best ways for a person to learn the following aspects of teaching?	32
Question. In your opinion, what do you think is the most ideal way to prepare a person for the profession of teaching?	34
Question. Some states are now bringing adults who already have at least a bachelor's degree in a field other than education into teaching. Which one of the following most clearly represents your opinion about hiring non-teacher education graduates to teach?	36
Percentage of Teachers Who Agree with the Following Statements About Student Learning	39
Percentages of Teachers Who Agree the Following Would Improve America's Educational System	40

Question. Would you say that the schools in your community have improved from five years ago, gotten worse, or stayed about the same?	42
Question. What about teachers? Would you say the quality of people coming into teaching today is better than five years ago, worse, or about the same?	42
Question. There is much talk about ways to make teaching more of a true profession. To what degree do you agree or disagree that the following changes would strengthen teaching as a profession?	44
Question. Would you be willing to teach in any of the following areas if the demand for teachers was great?	46
Question. Which of the following categories best describes the locality of the school in which you teach?	46
Question. Would you describe the community your school district serves as mostly low income, middle income, or high income?	46
Question. What are the three main reasons you originally decided to become a teacher and what are the three main reasons you are presently still teaching?	48
Question. If you had to choose, which of these are most important to you on the job? . . .	50
Percentage of Teachers Who Say They Are Satisfied With the Following Aspects of Their Lives	52
Question. How satisfied are you with the aspects of your job listed below?	54
Question. What do you expect to be doing five years from now?	56
Question. If you do not expect to be teaching five years from now, what would be your reason(s) for leaving teaching?	58

INTRODUCTION

Teaching has been a topic of much debate in recent years. The issue of whether or not the nation will have enough qualified people to teach its students has been at the top of the list of concerns.

Questions about teacher quality, how people are prepared to be teachers, and the routes by which they become licensed to teach dominate discussions about this profession.

Whether teachers are happy or not, whether or not they plan to leave teaching, attrition rates, retention rates, whether or not teaching is attracting minorities, whether or not the teaching force is "graying" -- and whether or not it matters -- are all questions needing answers.

The National Center for Education Information (NCEI) conducted a survey of 3,201 teachers between February 27 and May 15, 1990 to get answers to these and many other questions surrounding the teaching profession.

The sample was made up of 2,380 randomly selected public elementary and secondary school teachers, 352 private school teachers and 469 teachers who had participated in alternate routes for teacher certification in Texas and New Jersey. The detailed survey methodology, including information about the statistical reliability of the sample, is provided in Appendix A.

This report analyzes responses to the 58-item questionnaire survey by the following eight groups of teachers:

- *All public school teachers*
- *All public school teachers who have been hired as new teachers since 1985 and entered teaching through a traditional teacher preparation program*
- *New public school teachers hired since 1985 who had no prior teaching experience and entered teaching through a traditional teacher preparation program*
- *New public school teachers hired since 1985 who had taught before and have re-entered teaching through a traditional route*

- *All elementary and secondary teachers hired since 1985 who participated in an alternate certification route*
- *Teachers hired since 1985 who participated in the New Jersey alternate route program*
- *Teachers hired since 1985 who participated in the Texas alternate route program*
- *All private elementary and secondary teachers*

In order to have comparability in the analysis of data among these eight groups, NCEI performed several consistency checks to ensure that only those teachers who met the above definitions were in the sample. Where there was an inconsistency, the respondent was removed from the data file.

Some questions asked in NCEI's 1990 survey of teachers were also asked in the survey of teachers conducted by NCEI between February 7 and April 15, 1986. Where appropriate, comparisons with earlier findings are also made in this report.

The findings of this survey published in this report, **Profile of Teachers in the U.S. -- 1990**, shed much light on many of the questions raised about teachers and the future teaching force in this nation.

Many people contributed to the success of this project. I wish, first, to thank Richard T. LaPointe, director of the Fund for Innovation and Reform in Schools and Teaching in the U.S. Department of Education which awarded the grant that made the study possible. My sincere appreciation goes to Sharon Bobbitt and Mary Rollefson, who have done a gargantuan job with the Department of Education's Schools and Staffing Surveys and helped NCEI so much in conducting its survey of teachers. I wish to thank Vance Grant at the Department of Education for his untiring willingness to look up statistics and check numbers for us.

Many people provided suggestions in the design of the questionnaire which underwent numerous revisions based on their input and review, as well as the pre-tests. Among those most helpful were: Arthur Wise, David Imig, Chester Finn, Willis Hawley, Mary Kennedy, Clark Dobson, Robert Spillane, Leo Klagholtz, Ellen Schechter, William Wale, Vicky Dill, Richard Mastain, elementary and secondary school teachers taking graduate education courses at George Mason University and teachers at Sidwell Friends private school in the District of Columbia, and staff at the Educational Testing Service.

Special thanks go to Stafford Metz who served as a major consultant in the design of the survey questionnaire, to Ira Bloom who was responsible for drawing the sample and the survey methodology, to Fred Quelle who came through once again with a data entry and analysis program that enabled us to analyze the data thoroughly, and to David Chester who managed the production of all the tables.

Emily Feistritzer
August 20, 1990

HIGHLIGHTS OF THE STUDY

Teaching has been the topic of much debate in recent years. Many assumptions about the teaching force have been made, such as a projected shortage of teachers, without much hard data to support them.

The National Center for Education Information (NCEI) sought in this survey to ascertain the answers to many questions about who teachers are, how they are prepared to teach, their attitudes about student learning and numerous education reform proposals, where they teach and are willing to teach, why they originally went into teaching and why they are currently teaching, their levels of satisfaction and what they expect to be doing five years from now.

This report analyzes the results of a 58-item questionnaire survey of 3,201 current elementary and secondary school teachers -- 2,380 public school teachers, 469 teachers who had participated in alternative teacher certification programs in Texas and New Jersey and 352 private school teachers.

Highlights of this study follow.

- The teaching force in America is getting older, whiter and more female. The average age of all public school teachers is 42 years and of new teachers hired since 1985 is 35 years. Ninety-two percent of all public school teachers are white. Ninety-five percent of new teachers hired since 1985 who had entered through a traditional teacher preparation program are white. Seventy-one percent of all public school teachers are women, and 78 percent of new hires from traditional programs are women.
- Alternate routes attract minorities more than do traditional certification routes. Forty-three percent of teachers from the Texas alternate route and 20 percent from the New Jersey alternate route are minority.
- Teaching appears to be a revolving door. Twenty-eight percent of public school teachers are "new" teachers who have been hired since 1985. Nearly half of these "new" teachers hired since 1985 are returning teachers. More than a third (38 percent) of all teachers have had at least one break from teaching. Nearly half (45 percent) of the "new" teachers hired since 1985 have had at least one break and about 19 percent of them have had two or more breaks from teaching.

- Regardless of what kind of preparation program they had gone through, teachers did not think they were very well prepared when they first started teaching.
- All teachers think the best way to prepare teachers for all aspects of the profession should be a combination of college coursework and field-based experiences. The type of program teachers go through seems to determine what they think is the best way for people to be prepared for teaching.
- Teachers are strikingly similar in their attitudes about student learning and reform proposals. Few differences show up among any groups of public school teachers. Alternate route teachers are somewhat more inclined to think all students can achieve at high levels than their traditionally trained counterparts. More nonwhite teachers think students are apt to feel pride in themselves only if they can see examples of success by members of their racial/ethnic/linguistic/religious group. Alternate route teachers are more in agreement that pay based on performance, market-driven pay, career ladders and a national entrance examination for teachers would improve the teaching profession.
- Alternate route teachers are much more willing to teach in inner cities than are teachers coming through traditional programs. A third (33 percent) of alternate route teachers -- compared with 12 percent of both news hires from traditional programs and all currently public school teachers -- report they would be willing to teach in large inner cities. More than half (53 percent) of alternate route teachers -- compared with 31 percent of all public school teachers -- said they would be willing to teach in a medium-sized inner city.
- Teachers are less satisfied with several aspects of their lives than they were four years ago. Teachers have considerably higher salaries and household incomes than they did four years ago. However, satisfaction with their standard of living dropped from 80 percent in 1986 to 67 percent in 1986. Satisfaction with household income fell from 66 percent in 1986 to 51 percent in 1990.
- Teacher attrition is not expected to be high. Three-fourths (74 percent) of current public school teachers expect to be teaching five years from now -- 62 percent in their current school system and 12 percent in another school system. Only 8 percent plan to be retired, 7 percent expect to be employed in an occupation outside of education, 10 percent plan to be in another occupation in education, 1 percent expect to be homemaking or raising children full-time and 1 percent expect to be attending college or university full-time. The highest expected retention rates are for returning teachers and teachers from the New Jersey alternate route. By race, it is significant that 66 percent of nonwhite teachers -- compared with 74 percent of white teachers -- expect to be teaching five years from now. Fourteen percent of nonwhite teachers -- compared with 8 percent of white teachers -- expect to be retired. Fourteen percent of nonwhite teachers -- compared with 9 percent of white teachers -- expected to be employed in another occupation in education. Only 8 percent of white teachers and 6 percent of nonwhite teachers expect to be employed in an occupation outside of education.

		PUBLIC SCHOOL TEACHERS New Hires Since 1985							
			Through Traditional Route			Through Alternate Route			Private
			New to Return-			New			School
		ALL	ALL	Teaching	ees	ALL	Jersey	Texas	Teachers
Base:		2,380	668	369	299	491	291	178	352
		%	%	%	%	%	%	%	%
Sex									
Male		29	22	27	16	32	34	30	25
Female		71	78	73	84	68	66	70	76
Race									
Amer. Indian/Alaskan		*	*	*	*	1	1	1	*
Asian/Pacific Islander		1	2	3	1	1	2	1	1
Black		5	2	1	3	10	12	7	1
White		92	95	94	95	73	80	57	96
Hispanic		2	1	2	1	16	5	34	1
Age									
Average (in years)		42	35	30	40	33	32	33	41
<24		5	20	36	*	21	28	12	5
25-29		10	19	29	8	30	28	34	13
30-34		16	15	12	18	16	14	18	15
35-39		21	21	14	29	14	11	18	19
40-44		21	14	5	23	11	12	9	19
45-49		14	6	4	9	3	2	5	10
50-54		8	4	*	8	1	1	1	6
55-60		4	1	0	2	1	1	*	6
60-64		1	*	0	*	1	*	0	4
65+		*	0	0	0	*	*	0	2
Grade Level Taught									
Elementary		44	52	53	50	52	39	72	40
Middle/Junior High		25	28	24	25	21	26	12	24
Senior High		31	24	23	25	28	35	16	36
Type Community									
Large inner city		7	10	14	4	19	14	29	9
Medium inner city		12	14	11	18	24	31	16	21
Small town		33	32	20	33	23	12	37	28
Suburban		28	23	18	29	27	38	10	37
Rural		20	23	28	16	7	4	8	7
Geographic Region									
Northeast		22	22	26	17	N/A	100	0	24
South		37	38	36	41	N/A	0	100	23
Midwest		24	21	19	23	N/A	0	0	34
West		17	19	19	19	N/A	0	0	19

	PUBLIC SCHOOL TEACHERS							
	New Hires Since 1985							
	ALL	Through Traditional Route			Through Alternate Route			Private School Teachers
		ALL	New to Teaching	Returnees	ALL	New Jersey	Texas	
	%	%	%	%	%	%	%	%
Year first taught								
<1954	1	*	0	1	0	0	0	5
1955 - 1959	4	1	0	3	*	*	0	5
1960 - 1964	9	4	0	9	1	1	0	9
1965 - 1969	17	9	0	20	2	1	2	12
1970 - 1974	21	11	0	25	1	2	0	18
1975 - 1979	16	9	0	20	1	2	*	12
1980 - 1984	16	8	0	18	2	2	3	20
1985 - 1989	16	57	100	3	92	92	94	20
Years Teaching Experience								
Average	14.5	6.8	3.1	10.1	3.3	2.9	3.3	13.5
1	3	12	21	*	25	38	1	2
2	4	14	23	1	25	20	34	3
3	3	11	19	3	20	15	30	6
4	3	12	19	4	16	10	25	8
5	3	10	17	4	7	8	7	5
6 - 10	18	20	0	40	4	3	2	20
11 - 15	21	11	0	25	2	2	*	19
16 - 20	20	6	0	13	1	1	0	15
21 - 25	13	2	0	5	*	*	0	7
26 - 30	8	1	0	3	0	0	0	7
31 - 35	3	1	0	1	1	*	*	5
36 - 40	1	*	0	0	0	0	0	2
41+	0	0	0	0	0	0	0	1
Breaks								
One	25	29	3	62	9	10	7	0
Two	9	14	*	29	2	2	1	0
Three	2	4	0	8	1	1	0	0
Four or more	1	*	0	*	*	*	*	52
No breaks	62	54	96	0	88	87	91	48
Marital Status								
Married	75	73	65	81	56	49	66	74
Divorced/Separated	10	8	6	10	8	6	11	3
Widowed	2	1	*	2	1	1	*	2
Single/Never Married	13	19	29	7	35	43	23	21

		PUBLIC SCHOOL TEACHERS							
		New Hires Since 1985							
		Through Traditional Route				Through Alternate Route			Private School Teachers
		ALL	New to Teaching		Return-ees	ALL	New		
			ALL	Jersey			Texas		
		%	%	%	%	%	%	%	%
Salary									
	Less than \$15,000	2	5	6	4	11	17	0	31
	\$15,000-19,999	7	17	22	9	19	10	33	25
	\$20,000-24,999	27	45	46	45	56	50	65	24
	\$25,000-29,999	23	17	16	18	11	16	2	12
	\$30,000-34,999	18	12	12	11	3	4	0	4
	\$35,000-39,999	10	4	*	8	*	*	0	3
	\$40,000-44,999	7	*	0	1	*	*	0	2
	\$45,000-49,999	3	*	0	*	*	*	0	0
	\$50,000-54,999	2	1	0	1	0	0	0	*
	\$55,000-59,999	*	*	0	1	0	0	0	0
	\$60,000-64,999	*	0	0	0	*	*	0	0
	\$65,000 or more	*	*	*	*	*	1	0	0
Household Income									
	Less than \$25,000	9	18	26	9	26	22	31	23
	\$25,000-34,999	15	14	17	10	19	15	25	18
	\$35,000-44,999	16	16	16	17	13	12	16	19
	\$45,000-54,999	19	14	13	15	16	15	17	17
	\$55,000-64,999	17	20	19	21	10	13	6	11
	\$65,000-74,999	10	8	5	12	6	8	3	4
	\$75,000-84,999	7	5	4	6	4	5	2	2
	\$85,000-94,999	3	3	1	4	2	3	0	2
	\$95,000-104,999	2	1	0	3	1	1	0	2
	\$105,000-114,999	1	*	*	*	1	1	0	*
	\$115,000-124,999	*	0	0	0	1	1	0	1
	\$125,000 or more	1	1	*	2	1	2	0	2
Union Membership									
	NEA	65	65	68	61	45	59	19	16
	AFT	12	11	9	14	7	8	6	1
	Neither	26	26	29	25	51	37	75	87

	Public School Teachers New Hires Since 1985							
	ALL	Through Traditional Route			Through Alternate Route			Private School Teachers
		ALL	New to Teaching	Return- ees	ALL	New Jersey	Texas	
Primary Teaching Assignment	%	%	%	%	%	%	%	%
General elementary	27	30	31	29	35	28	45	34
Art/Music	6	7	6	8	3	5	0	5
Basic skills and remedial ed	2	2	*	3	3	5	2	*
Bilingual education	*	*	1	*	8	3	16	*
Business education	1	1	*	1	1	1	1	1
Computer science	1	1	1	1	2	2	2	2
English/language arts	9	9	8	10	9	11	7	9
English as second language	1	*	*	*	2	0	5	*
Foreign language	2	2	2	3	4	5	0	3
Gifted	1	1	1	1	*	*	1	1
Health/Physical education	5	6	10	1	*	1	0	2
Home economics	2	1	*	2	*	1	0	0
Mathematics	9	7	8	6	13	16	9	13
Reading	3	3	2	4	*	*	*	3
Religion/philosophy	0	0	0	0	*	*	0	2
Social studies/social science	8	4	5	3	4	6	2	8
Biology	2	2	1	3	3	4	1	2
Chemistry	1	1	*	2	2	2	2	2
Physics	*	1	*	1	1	1	0	*
General and other sciences	3	4	4	5	5	6	2	5
Special education	10	12	14	9	1	0	3	3
Vocational Education	2	2	1	2	1	*	1	*
Other	4	3	3	3	1	1	*	5

DEMOGRAPHICS

Nearly three out of ten (twenty-eight percent) public school teachers are relatively "new" teachers who have been hired since 1985. Nearly half (45 percent) of the new teachers hired since 1985 are returning teachers and 55 percent are persons with no prior teaching experience.

Sex

Teaching is predominantly a female profession. Seventy-one percent of all public school teachers are women, with an even greater proportion of new teachers hired since 1985 being women -- 78 percent.

Alternative certification routes seem to be more appealing to men as a means of entry into teaching. Nearly a third (32 percent) of teachers in the NCEI alternate route sample were men -- 34 percent through the New Jersey program and 30 percent from the Texas program.

Fully 84 percent of new hires who entered teaching through a traditional certification route and are former teachers are women, compared with 73 percent of teachers hired since 1985 who had not taught before and had gone through a traditional certification route.

There is not much variation in the ratio of men to women in teaching by types of community. Slightly more men teach in large inner cities (32 percent) than in other types of communities -- 30 percent in medium inner cities and in small towns, 26 percent in suburban areas and 27 percent in rural areas.

By geographic region, 79 percent of teachers in the south are women, compared with 69 percent in the west, 67 percent in the Midwest and 66 percent in the northeast.

Race

Teaching is becoming more and more white. Ninety-two percent of public school teachers are white, 5 percent black, 2 percent Hispanic, 1 percent Asian or Pacific Islander and less than one percent American Indian or Alaskan Native.

Alternate routes attract minorities more than do traditional teacher preparation programs. Twenty-seven percent of all alternate route teachers -- compared with only 5 percent of teachers through traditional programs -- hired since 1985, are minority.

Nearly half of the alternate route teachers in Texas (43 percent) and 20 percent of teachers from the New Jersey alternate route are minority.

It is noteworthy that only 9 percent of all public school teachers in both Texas and New Jersey are minority.

The breakdowns by race in these two states are:

<u>Race</u>	<u>Texas</u>		<u>New Jersey</u>	
	<u>All</u>	<u>Alternate Route</u>	<u>All</u>	<u>Alternate Route</u>
White	91	57	91	80
Black	3	7	6	12
Hispanic	5	34	3	5
Other	1	2	0	3

Race by Geographic Region

The largest proportion of teachers who are nonwhite is in the South (11 percent), followed by the West (10 percent).

Ninety-eight percent of public school teachers in the Midwest and 95 percent in the Northeast are white.

Race by Type of Community

Nearly half (49 percent) of nonwhite public school teachers are teaching in inner cities (29 percent in large inner cities and 20 percent in medium inner cities). This compares with 5 percent of white teachers who are in large inner cities and 12 percent in medium inner cities.

About a third (34 percent) of white teachers and 18 percent of nonwhite teachers are teaching in small towns.

Thirty percent of white teachers and 20 percent of nonwhite teachers are in suburban areas.

One-fifth (20 percent) of white teachers and 13 percent of nonwhite teachers are teaching in rural areas.

RACIAL DISTRIBUTION OF PUBLIC SCHOOL TEACHERS BY TYPE OF COMMUNITY AND GEOGRAPHIC REGION

	Amer.Indian Alaskan Nat.	Asian/ Pac.Islander	Black	White	Hispanic
	%	%	%	%	%
All public school teachers	*	1	5	92	2
By type of community					
Large Inner City	*	7	21	67	5
Medium Inner City	1	1	8	86	4
Small Town	*	*	2	96	1
Suburban	*	1	3	94	2
Rural	1	0	4	97	*
By geographic region					
South	1	*	9	89	1
West	*	2	2	90	7
Midwest	*	*	2	98	*
Northeast	*	2	3	95	1

Age

The teaching profession, much like the rest of the workforce, is getting older, due not only to teachers remaining in teaching longer, but older people becoming teachers. The average age of all public school teachers is 42 years. The average age of new teachers hired since 1985 is 35 years.

The average age of new teachers hired since 1985 who had no prior teaching experience and who entered teaching through traditional preparation programs is 30 years and through alternate route programs is 33 years. The average age of returning teachers hired since 1985 is 40 years.

The average age of all public school teachers varies significantly from coast-to-coast -- from 34 years for teachers in the Northeast to 49 years for teachers in the West. The average age of teachers in the South is 38 years and in the Midwest is 50 years.

Public school teachers in large inner cities are, on the average, much younger than those teaching in other types of communities. The average age of large inner city public school teachers is 33 years, compared with 44 for those in medium inner cities, 45 years in small towns, 40 years in suburban areas and 42 years for teachers in rural areas.

This may be related to the fact that 31 percent of public school teachers in large inner cities are new teachers with no prior teaching experience hired since 1985. This compares with 14 percent of new teachers hired since 1985 who had no prior teaching experience in medium inner cities and small towns, 10 percent in the suburbs and 23 percent in rural areas.

Grade Levels Taught

Forty-four percent of public school teachers are in elementary schools, 25 percent in middle or junior high schools and 31 percent in high schools.

Not surprisingly since elementary school enrollments have been rising since the mid-eighties, higher proportions of new teachers hired since 1985 are in elementary schools. More than half of all new public school teachers (52 percent) are in elementary schools, 28 percent in middle or junior high schools and 24 percent in senior high schools.

Nearly three-fourths (72 percent) of the new teachers hired in Texas who went through the alternate route are in elementary schools, 12 percent in middle or junior high schools and 16 percent in senior high schools. Thirty-nine percent of the New Jersey alternate route teachers are in elementary schools, 26 percent in middle or junior high schools and 35 percent in senior high schools.

Type of Community

Seven percent of all public school teachers report they teach in large inner cities, 12 percent in medium inner cities, 33 percent in small towns, 28 percent in suburban areas and 20 percent in rural areas of the country.

The proportions aren't significantly different for teachers hired through traditional programs since 1985.

However, much higher proportions of teachers hired in the last five years through alternate routes are teaching in inner cities. Nearly a fifth (19 percent) of alternate route teachers are in large inner cities and an additional fourth (24 percent) teach in medium-sized inner cities.

Alternate route teachers in the NCEI sample are least likely to be teaching in rural areas. Only 7 percent of these teachers are in rural areas -- 4 percent of New Jersey's and 8 percent of those in Texas. This could very well be a function of demand in these states.

Returning teachers are least likely to be teaching in large inner cities. Only four percent of new hires since 1985 who are former teachers re-entered teaching in large inner cities and only 16 percent have chosen to teach in rural areas.

Geographic Region

About a fifth (22 percent) of public school teachers are in the Northeast, 37 percent in the South, 24 percent in the Midwest and 17 percent in the West.

These proportions are not much different for all new teachers hired since 1985. Of teachers hired since 1985, 22 percent are in the Northeast, 38 percent in the South, 21 percent in the Midwest, and 19 percent are teaching in the West.

However, the differences between the new hires new to teaching and returning teachers are striking. While 26 percent of new hires with no prior teaching experience are in the Northeast, only 17 percent of the returning teachers are. Twenty-three percent of returning teachers and 19 percent of new hires new to teaching are in the Midwest.

Forty-one percent of returning teachers, compared with 36 percent of new teachers with no prior teaching experience, are in the South.

Years of Teaching Experience

The average number of years of teaching experience for all public school teachers is 14.5 years and for private school teachers is 13.5 years.

It is noteworthy that the average number of years' experience for returning teachers who have been hired in the last five years is 10.1 years and that 40 percent of these "new" teachers have 16-20 years' experience, and nearly half of them have more than 20 years' teaching experience (25 percent have between 21-25 years and 22 percent have more than 25 years' experience).

Breaks from Teaching

More than a third (38 percent) of current public school teachers have had at least one break from teaching.

Nearly half (46 percent) of "new" teachers hired since 1985 have had at least one break, and 18 percent of these have had two or more breaks. Three percent of the teachers who reported they were hired for their first teaching job since 1985 said they have already had one break from teaching. Twelve percent of alternate route teachers who have been hired in the last five years have taught before.

Nearly half (46 percent) of women teachers -- compared with 26 percent of men teachers -- have had at least one break from teaching.

Marital Status

Three-fourths of all public school teachers are married, and 81 percent of returning teachers are married, compared with 65 percent of first-time teachers hired since 1985 and only 56 percent of teachers who have entered through alternate routes.

While 19 percent of new hires through traditional programs are single/never married, 35 percent of teachers through alternate routes are single -- 43 percent in New Jersey and 23 percent in Texas. Only 10 percent of all teachers, and 8 percent of new hires through both traditional and alternate routes are divorced.

Salary

The most striking thing about teacher's salaries in the 1990 NCEI survey of teachers is the comparison with the salary data collected just four years ago.

In 1990, only 9 percent of all public school teachers earn less than \$20,000. This compares with 26 percent in 1986.

At the other end of the spectrum, virtually no teachers in 1986 earned more than \$50,000. In 1990, slightly more than 2 percent do. In 1986, 9 percent of all teachers earned \$35,000 or more. In 1990, 22 percent do.

The average earnings for full-time, year-round male workers with four or more years of college in 1987 was \$37,632 and for females was \$25,588, according to the Bureau of Labor Statistics.

The average earnings for males in professional specialty occupations who had four or more years of college was \$41,048 and for females, \$27,161.

The average total earned income for full-time public school teachers in 1987 was \$28,189 in 1987, according to the National Center for Education Statistics. The base salary for these teachers on an average 9.5 month contract in 1987 was \$26,230.

Union Membership

Nearly two-thirds (65 percent) of all public school teachers report belonging to the National Education Association (NEA), 12 percent to the American Federation of Teachers (AFT) and more than a fourth (26 percent) to neither teachers' union. In the 1986 NCEI survey of teachers, 70 percent reported belonging to the NEA, 10 percent to the AFT and 22 percent to neither.

Of new hires who have entered teaching for the first time since 1985, 68 percent belong to the NEA, 9 percent to the AFT and 29 percent to neither. Of returning teachers hired in the last five years, 61 percent belong to the NEA, 14 percent to the AFT and 25 percent to neither.

Union membership of teachers who have entered teaching through alternate routes is considerably lower and lowest in Texas. Seventy-five percent of new teachers in Texas who have entered through an alternate route do not belong to either union, 19 percent belong to the NEA and 6 percent to the AFT.

It should be noted that Texas is not a collective bargaining state. Of all public school teachers in the state, 64 percent do not belong to either teachers' union, 31 percent belong to the NEA and 4 percent to the AFT.

New Jersey is a collective bargaining state. Still, 37 percent of teachers who have entered through the state's alternate route since 1985 do not belong to either union, 59 percent belong to the NEA and 8 percent to the AFT.

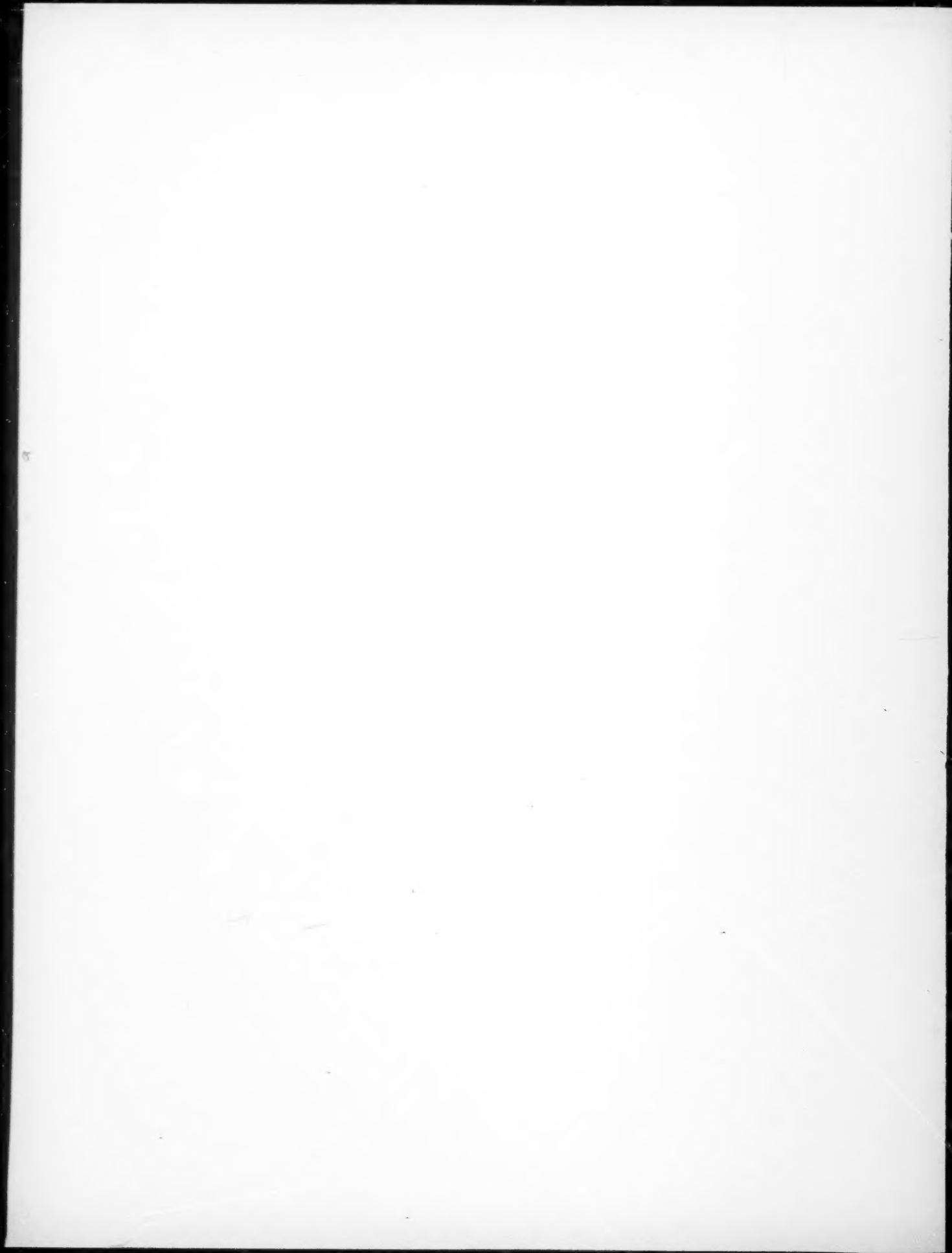
Primary Teaching Assignment

Traditional teacher preparation programs seem to be producing more special education teachers and alternate route programs more mathematics and bilingual education teachers. Fourteen percent of new hires new to teaching currently have as their primary teaching assignment special education. This compares with 10 percent of all public school teachers whose primary teaching assignment is special education.

Sixteen percent of the New Jersey alternate route teachers -- compared with 9 percent of all teachers -- say mathematics is their primary teaching assignment.

Sixteen percent of the Texas alternate route teachers -- compared with less than 0.5 percent of all teachers - have bilingual education as their primary assignment.

Slightly more general elementary teachers are being produced by both types of preparation programs than are currently in the overall teaching force. This should come as no surprise since elementary school enrollments have been rising slightly since 1983.



TEACHER PREPARATION

Type of Teaching Certificate Held

Nearly all public school teachers have a regular or standard teaching certificate. In the NCEI sample, 95 percent of all teachers reported they held a regular teaching certificate, 2 percent said they held a provisional certificate, only 1 percent reported they were teaching on an emergency or temporary certificate, 1 percent said "Other" and an insignificant number reported having a probationary certificate.

Of new teachers hired since 1985 who had no prior teaching experience, 80 percent were fully certified, 9 percent held a provisional certificate, 6 percent held emergency or temporary credentials and 2 percent had probationary credentials.

Ninety-five percent of new hires since 1985 who were returning teachers said they held a regular or standard certificate, two percent reported they had temporary or emergency credentials, 1 percent provisional, 1 percent said "Other", and fewer than 0.5 percent said they held a probationary certificate.

QUESTION. WHAT TYPE OF TEACHING CERTIFICATE (LICENSE) DO YOU HOLD?

	PUBLIC SCHOOL TEACHERS							
	New Hires Since 1985							
	ALL	Through Traditional Route	New to Teaching	Returnees	Through Alternate Route	New Jersey	Texas	Private School Teachers
Type Certificate Held	%	%	%	%	%	%	%	%
Regular/Standard	95	88	80	95	16	7	22	75
Alternate Route Completed	*	*	*	0	45	29	74	1
Provisional	2	6	9	1	40	63	2	*
Probationary	*	2	2	*	*	0	*	1
Temporary/Emergency	1	4	6	2	0	0	0	3
Non-state Certificate	*	*	*	*	0	0	0	5
Other	1	1	*	1	*	*	0	3
No Certificate	0	0	0	0	*	0	*	10

Degrees Held

Two-thirds of public school teachers have a bachelor's degree in education and 42 percent have a master's in education. Slightly more than a fourth (27 percent) have a bachelor's in a field other than education and 12 percent have a master's in a subject other than education.. Five percent have an "education specialist" degree and 1 percent have a doctorate in education.

Of new hires since 1985 who entered teaching through a traditional route, 27 percent have an education master's degree, 8 percent a master's in a field other than education and 3 percent hold an Education Specialist degree. Thirty-eight percent of returning teachers hold a master's in education degree.

New hires who have entered teaching through an alternate route clearly have degrees in fields other than education. Ninety-three percent have a bachelor's degree in a field other than education and 15 percent a master's in another field.

These data would suggest that returning teachers may opt for updating their credentials by acquiring a master's in education, whereas persons from careers other than education are more inclined to seek an alternative program.

QUESTION. WHAT ACADEMIC DEGREES HAVE YOU RECEIVED?

	PUBLIC SCHOOL TEACHERS							
	New Hires Since 1985							
	Through Traditional Route				Through Alternate Route			Private School Teachers
		New to Teaching	Returnees		New			
	ALL	ALL	Teaching	ees	ALL	Jersey	Texas	
Degrees Held	%	%	%	%	%	%	%	%
<Bachelor's	2	2	2	1	*	1	0	4
Education Bachelor's	65	68	71	64	3	1	5	57
Other Bachelor's	27	31	30	30	93	95	93	39
Education Master's	42	27	19	38	8	4	16	29
Other Master's	12	8	5	10	15	14	14	16
Education Specialist	5	3	2	5	1	0	2	2
Education Doctorate	1	0	0	0	*	0	*	*
Other Doctorate	*	*	*		1	2	0	1
Law Degree	0	0	*	0	1	2	0	0
M.D.	0	0	*		0	0	0	0
Other	7	7	7	6	5	2	6	4

Status Regarding Teacher Preparation Program

Nearly all (98 percent) of current public school teachers have completed a teacher preparation program and all the requirements for a full or standard certificate to teach. Two percent have begun a program but have not completed all the requirements for full certification.

Of the teachers who have entered teaching through a traditional preparation program since 1985, 95 percent have completed all the requirements for full certification -- 97 percent of returning teachers and 92 percent of first-time teachers.

Of the teachers hired through alternate routes in the last five years, 63 percent have completed all the requirements for full certification -- 99 percent in the Texas sample and 38 percent in the New Jersey sample.

Of the teachers who have completed all requirements for full certification, nearly 8 out of 10 (79 percent) began a teacher preparation program as an undergraduate and completed the program eligible for a full or standard certificate at the time of receiving the bachelor's degree, and 6 percent began the program as an undergraduate but received the bachelor's degree before completing all the requirements for a full or standard teaching certificate.

Ten percent of fully certified teachers began and completed a traditional teacher certification program after receiving a bachelor's degree and 2 percent obtained full certification by participating in a post-baccalaureate alternate route program leading to full certification.

These percentages do not differ significantly for teachers hired through traditional programs since 1985.

QUESTION. WHICH OF THE FOLLOWING REPRESENTS YOUR STATUS REGARDING YOUR TEACHER PREPARATION PROGRAM LEADING TO AN INITIAL CERTIFICATE (LICENSE) TO TEACH?

	PUBLIC SCHOOL TEACHERS							
	New Hires Since 1985							Private School Teachers
	ALL	Through Traditional Route			Through Alternate Route			
		ALL	New to Teaching	Return- ees	ALL	New Jersey	Texas	
	%	%	%	%	%	%	%	
Completed teacher preparation prgm & reqmts for full/standard certif.	98	95	92	97	63	38	99	85
Have begun, not completed, tohr prep prgm & reqmts for full/std certif.	2	5	9	2	37	61	0	6
Not currently -- nor ever been -- in teacher preparation program	*	*	0	*	0	0	0	9
Other	*	*	*	*	1	1	1	*

QUESTION. WHICH OF THE FOLLOWING TEACHER PREPARATION ROUTES DID YOU FOLLOW TO MEET ALL THE REQUIREMENTS TO OBTAIN YOUR FULL OR STANDARD TEACHING CERTIFICATE?

	PUBLIC SCHOOL TEACHERS							
	ALL	New Hires Since 1985						Private School Teachers
		Through Traditional Route			Through Alternate Route			
		ALL	New to Teaching	Returnees	ALL	New Jersey	Texas	
	%	%	%	%	%	%	%	
I began a teacher preparation program as an undergraduate and completed the program eligible for a full or standard state teaching certificate at the time of receiving my bachelor's degree.	79	81	81	82	0	0	0	77
I began a teacher preparation program as an undergraduate, but received my bachelor's degree before completing my teacher preparation program and then met all the requirements for a full or standard teaching certificate.	6	5	6	5	0	0	0	8
I began a regular (or traditional) teacher preparation program after I received a bachelor's degree and met all the requirements for a full or standard teaching certificate.	10	11	14	8	0	0	0	9
I participated in what the state calls an "alternative certification program" for certifying teachers who already have a bachelor's degree in a field other than education and have received full certification to teach.	2	0	0	0	100	100	100	4
Other	3	3	1	5	0	0	0	2

Perception of Preparation to Teach When First Started Teaching

NCEI asked teachers a variety of questions having to do with the following aspects of teaching:

- Subject matter knowledge
- Teaching methods
- Classroom management/discipline
- Organizing instruction
- Recognizing student learning styles
- Understanding child/adolescent development
- Working effectively within the school organization

NCEI asked teachers how well prepared they were in each of these areas when they first started teaching, how well prepared they are now, to what they attribute their developing competence as a teacher in each of these areas, whether or not they had formal instruction in each of these areas and how they think these areas of teaching can best be taught to prospective teachers.

It must be noted in the analyses of these questions that some of the teachers had no formal preparation in any of the areas when they *first* started teaching. New Jersey alternate route teachers, for example, start teaching on a provisional certificate with no formal instruction prior to their school-based preparation program.

Public school teachers who had gone through a traditional preparation program and private school teachers reported their preparation programs had enabled them to feel best prepared in subject matter knowledge, followed by teaching methods, then by understanding child/adolescent development.

The areas teachers across all groups felt their preparation programs *least* well prepared them for when they first started teaching were recognizing student learning styles and classroom management/discipline and working effectively within the school organization.

Four out of 10 teachers hired since 1985 who had gone through a traditional teacher preparation program and had not taught before said their teacher preparation program did not prepare them well for classroom management/ discipline., with 13 percent reporting they were "not at all" well prepared.

Nearly half (46 percent) of this group said they did not think their preparation program had prepared them well for working within the school organization. More than a third (35 percent) reported they were not well prepared in recognizing student learning styles and 26 percent said their preparation program did not prepare them well for organizing instruction.

The responses of the alternate route teachers in Texas to this question were similar to

QUESTION. WHEN YOU FIRST STARTED TEACHING, HOW WELL DID YOUR TEACHER PREPARATION PROGRAM PREPARE YOU FOR THE FOLLOWING ASPECTS OF TEACHING?

	ALL	PUBLIC SCHOOL TEACHERS						Private School Teachers
		New Hires Since 1985						
		Through Traditional Route New to Teaching			Through Alternate Route New			
	ALL	ALL	Teaching	Return-ees	ALL	Jersey	Texas	
	%	%	%	%	%	%	%	%
Subject matter knowledge								
Very well	44	35	32	39	26	28	28	51
Somewhat well	45	51	56	47	31	22	44	41
Not well	8	9	9	10	16	14	19	3
Not well at all	4	4	5	4	18	27	5	4
Not sure	*	*	*	0	6	10	3	2
Teaching methods								
Very well	21	19	23	15	21	18	25	29
Somewhat well	53	57	61	52	55	55	58	52
Not well	19	18	13	23	14	13	11	15
Not well at all	6	6	3	10	8	11	4	4
Not sure	*	0	*	0	2	3	1	*
Classroom management/discipline								
Very well	12	16	23	7	24	20	31	16
Somewhat well	34	33	36	27	43	43	42	39
Not well	33	32	27	39	20	20	18	34
Not well at all	20	19	13	26	13	15	8	9
Not sure	*	0	0	0	1	1	0	2
Organizing instruction								
Very well	21	19	21	17	22	22	22	23
Somewhat well	46	47	55	39	48	48	48	53
Not well	24	25	21	30	19	17	22	17
Not well at all	9	8	5	12	10	11	7	5
Not sure	1	1	*	1	1	2	0	2
Recognizing student learning styles								
Very well	11	12	15	9	16	13	21	16
Somewhat well	37	41	49	29	47	47	45	37
Not well	32	31	27	37	23	21	26	32
Not well at all	18	15	8	25	12	15	6	13
Not sure	1	*	*	*	2	3	0	3
Understanding child/adolescent development								
Very well	24	25	27	24	17	13	23	29
Somewhat well	53	54	56	50	48	47	50	48
Not well	16	14	11	18	21	19	22	16
Not well at all	6	6	5	8	12	18	4	5
Not sure	1	1	1	*	2	3	0	1
Working effectively within the school organization								
Very well	11	11	14	9	16	17	14	14
Somewhat well	37	36	40	31	44	46	43	40
Not well	30	30	27	34	23	20	27	28
Not well at all	18	19	19	20	14	14	12	15
Not sure	3	4	2	6	3	3	3	4

those of the new teachers who had never taught prior to 1985. The New Jersey alternate route teachers were less inclined to think their preparation programs prepared them well when they first started teaching. It should be noted that when New Jersey alternate route teachers first start teaching, they have had *no* formal preparation.

The group who said their preparation programs prepared them least well in all the areas except subject-matter knowledge when they first started teaching were returning teachers. Two-thirds (65 percent) of these teachers said their programs had not prepared them well for classroom management/discipline. Sixty-two percent said they were not well prepared in recognizing student learning styles, and 54 percent did not think they were well prepared in working well within the school organization.

It is difficult to interpret the responses of returning teachers to this question. Are teacher preparation programs better in preparing teachers now than they were several years ago or does time make one less positive about early learning experiences? As one teacher noted on the survey, "When I first started teaching some years ago, I thought I was well prepared. It was only after I had taught for a few years, I realized how poorly prepared I really was."

QUESTION. HOW WELL PREPARED ARE YOU NOW IN THE FOLLOWING AREAS OF TEACHING?

	PUBLIC SCHOOL TEACHERS							
	New Hires Since 1985							
		Through Traditional Route			Through Alternate Route			Private School Teachers
	ALL	ALL	New to Teaching	Returnees	ALL	New Jersey	Texas	
	%	%	%	%	%	%	%	%
Subject matter knowledge								
Very well	78	64	59	71	74	73	72	77
Somewhat well	22	36	42	28	26	26	26	23
Not well	*	*	1	*	1	1	1	0
Not well at all	0	0	0	0	0	0	0	0
Not sure	0	0	0	0	0	0	0	0
Teaching methods								
Very well	68	55	50	62	49	42	61	64
Somewhat well	31	44	50	37	48	54	38	36
Not well	*	1	*	*	2	3	2	*
Not well at all	*	*	*	0	*	*	0	*
Not sure	0	0	0	0	*	1	0	0
Classroom management/discipline								
Very well	67	55	49	60	51	45	61	66
Somewhat well	31	43	48	37	41	44	34	32
Not well	2	3	3	2	7	7	4	1
Not well at all	0	0	*	0	1	2	1	*
Not sure	0	*	*	0	*	1	0	0
Organizing instruction								
Very well	70	59	54	64	53	47	61	68
Somewhat well	29	39	44	33	42	45	37	31
Not well	1	2	2	2	4	6	2	1
Not well at all	0	0	0	0	1	1	0	0
Not sure	0	*	0	*	0	0	0	0
Recognizing student learning styles								
Very well	46	39	39	40	35	30	44	45
Somewhat well	47	50	49	51	52	56	47	46
Not well	6	10	12	8	11	11	9	8
Not well at all	*	*	*	0	1	1	0	*
Not sure	*	*	*	1	1	2	0	*
Understanding child/adolescent development								
Very well	56	47	40	55	37	31	50	59
Somewhat well	40	46	48	42	51	54	46	37
Not well	3	8	12	2	8	10	4	4
Not well at all	*	*	*	1	2	2	*	0
Not sure	*	*	*	0	1	2	0	0
Working effectively within the school organization								
Very well	62	50	45	57	47	44	50	62
Somewhat well	33	41	44	37	47	47	46	34
Not well	4	9	11	6	5	6	4	3
Not well at all	*	0	0	0	*	1	0	*
Not sure	*	0	0	*	1	2	0	*

Current Preparedness for Teaching

When teachers were asked, "How well prepared are you **NOW** in the following aspects of teaching?," considerably higher percentages in all groups said they were well prepared in almost all areas.

The only area in which fewer than 95 percent of teachers said they are well prepared now is recognizing student learning styles. Six percent of all public school teachers, 8 percent of private school teachers, 12 percent of new hires who had not taught before, 8 percent of returning teachers, 11 percent of alternate route teachers in New Jersey and 9 percent in Texas said they do not think they are currently well prepared in recognizing student learning styles.

Fewer than half of all teachers -- 46 percent for public school teachers and 45 percent of private school teachers -- report they are currently "Very well prepared" to recognize student learning styles and a little over half -- 56 percent public and 59 percent private -- report being very well prepared in understanding child/adolescent development.

Experience plays a key role in how well prepared teachers think they are in each of these areas of teaching. An analysis of the survey data by years of experience shows a direct correlation between reporting being "Very well prepared" in each of these areas and years of teaching experience.

SOURCES THAT HAVE CONTRIBUTED MOST TO DEVELOPING COMPETENCE AS A TEACHER.

	PUBLIC SCHOOL TEACHERS New Hires Since 1985								
	ALL	Through Traditional Route New to Teaching			Return-ees	Through Alternate Route New			Private School Teachers
		ALL	Teaching			ALL	Jersey	Texas	
	%	%	%	%	%	%	%	%	
Subject matter knowledge									
Education courses	23	28	36	18	14	11	16	26	
Courses in subjects I am teaching	38	38	38	39	32	34	30	40	
Inservice activities	7	6	3	10	6	4	9	6	
Other teachers	7	10	11	8	12	12	12	6	
Studying on my own	36	34	31	39	44	44	45	31	
My own teaching experiences	29	26	25	27	20	16	26	26	
The college of education faculty	2	1	1	2	3	3	2	2	
The faculty in my subject major	13	14	12	15	17	22	10	14	
Teaching methods									
Education courses	27	31	38	22	25	26	25	28	
Courses in subjects I am teaching	8	10	12	8	2	2	2	5	
Inservice activities	20	18	13	25	16	12	22	14	
Other teachers	28	25	24	27	48	50	44	28	
Studying on my own	9	9	8	10	9	8	9	5	
My own teaching experiences	56	51	47	56	46	46	46	57	
The college of education faculty	3	3	4	4	4	4	5	2	
The faculty in my subject major	4	4	5	3	3	5	0	6	
Classroom management/discipline									
Education courses	12	16	21	10	22	23	20	15	
Courses in subjects I am teaching	3	1	2	1	2	2	2	2	
Inservice activities	22	21	18	25	18	12	27	10	
Other teachers	31	33	38	29	44	48	35	32	
Studying on my own	9	10	7	13	8	9	8	8	
My own teaching experiences	69	64	62	67	56	54	58	72	
The college of education faculty	2	3	3	3	3	4	2	2	
The faculty in my subject major	2	2	1	2	1	1	0	1	
Organizing instruction									
Education courses	22	26	31	21	22	24	18	25	
Courses in subjects I am teaching	6	4	4	3	3	3	4	6	
Inservice activities	13	10	9	12	10	7	15	10	
Other teachers	21	24	28	18	37	40	31	22	
Studying on my own	14	15	13	18	14	14	14	12	
My own teaching experiences	62	59	54	64	53	49	58	57	
The college of education faculty	2	3	2	4	3	3	2	3	
The faculty in my subject major	4	4	4	4	4	4	2	3	

Factors Contributing Most to Developing Competence as a Teacher

Teachers were asked to circle one or two of eight items that had contributed most to their developing competence as a teacher in each of the seven areas of teaching.

"My own teaching experiences" was the most frequently selected by all groups of teachers in all areas of teaching except "subject-matter knowledge." It was cited by approximately two-thirds of all teachers in developing competence in classroom management/discipline, organizing instruction and working effectively within the school organization and by approximately half in teaching methods, recognizing student learning styles and understanding child/adolescent development.

"Other teachers" ranked second in working effectively within the school organization and classroom management/discipline for all groups of teachers.

#27 con'd	PUBLIC SCHOOL TEACHERS							
	New Hires Since 1985							Private School Teachers
	Through Traditional Route				Through Alternate Route			
	ALL	ALL	New to Teaching	Returnees	ALL	New Jersey	Texas	
	%	%	%	%	%	%	%	%
Recognizing student learning styles								
Education courses	31	34	39	29	35	34	35	32
Courses in subjects I am teaching	5	5	5	6	5	4	6	3
Inservice activities	33	23	17	30	19	13	26	26
Other teachers	10	10	10	9	18	20	14	17
Studying on my own	14	19	17	20	13	14	10	15
My own teaching experiences	44	41	40	42	46	43	50	43
The college of education faculty	4	2	2	2	4	4	3	5
The faculty in my subject major	3	3	3	3	2	3	1	1
Understanding child/adolescent development								
Education courses	49	54	54	52	41	35	51	55
Courses in subjects I am teaching	6	6	3	8	4	2	6	4
Inservice activities	14	9	6	12	10	8	11	11
Other teachers	8	8	9	6	14	18	6	9
Studying on my own	15	16	18	13	19	22	14	16
My own teaching experiences	42	37	32	43	38	39	37	39
The college of education faculty	7	7	7	6	5	4	7	7
The faculty in my subject major	4	5	7	2	6	7	4	2
Working effectively within the school organization								
Education courses	7	8	8	7	10	13	5	7
Courses in subjects I am teaching	1	1	1	1	*	1	0	1
Inservice activities	10	8	6	11	6	2	12	8
Other teachers	38	42	42	42	55	58	48	34
Studying on my own	8	8	9	7	11	11	11	6
My own teaching experiences	66	66	65	66	51	50	52	69
The college of education faculty	2	2	2	1	2	3	1	1
The faculty in my subject major	3	2	2	2	4	3	3	3

Other teachers seem to play a more significant role for alternate route teachers than for traditional route teachers, which is not surprising since the alternate route programs have a built-in teacher mentoring component.

"Education courses" got the highest rating from new hires from traditional teacher preparation programs who have not taught before. It was cited by 54 percent of new hires from traditional programs with no prior teaching experience in understanding child/adolescent development, by 39 percent of this group in recognizing student learning styles, by 38 percent in teaching methods, by 36 percent in developing competence in subject-matter knowledge and by 33 percent in organizing instruction.

Across all groups of teachers, their college faculties -- both in education courses and in subject area major -- had the least effect on their developing competence as a teacher in all areas except subject-matter knowledge

Grading Teacher Preparation

Teachers across all groups give the highest grades to their subject area faculty and the lowest to the courses in their teacher preparation programs.

More than half (56 percent) of new hires from traditional preparation programs who had not taught before 1985 gave their subject area faculty an 'A', and 36 percent gave their education faculty an 'A'. This group of teachers was the most generous overall with A's. Fifty-nine percent of them gave an 'A' to their cooperating/supervising teachers in the school where they student taught or interned, 55 percent gave an 'A' to their overall student teaching or internship experience, and 41 percent gave an 'A' to the supervising staff in their teacher preparation program.

Fewer than a fifth (18 percent) of these teachers gave an 'A' to their teacher preparation courses, and 24 percent gave an 'A' to their overall teacher preparation program.

Alternate route teachers gave their highest marks to their cooperating/supervising teachers in the school where they interned, to their subject area faculty, and to the peer culture of the students in their teacher preparation program.

Alternate route teachers in Texas graded every aspect of their program more highly than those in New Jersey.

Overall, teachers across all groups give their overall preparation program passing marks. The Texas alternate route teachers give their program the highest marks. Thirty-two percent of the Texas alternate route teachers gave their overall preparation program an 'A', 51 percent a 'B', 13 percent a 'C', 3 percent a 'D' and 1 percent a 'F'.

The Texas alternate route teachers were followed by the new hires from traditional programs who had not taught before 1985. Nearly a fourth (24 percent) of these teachers gave an 'A' to their overall preparation program, 52 percent a 'B', 19 percent a 'C', 3 percent a 'D' and 1 percent a 'F'.

QUESTION. HOW WOULD YOU GRADE THE FOLLOWING ASPECTS OF YOUR TEACHER PREPARATION PROGRAM?

	PUBLIC SCHOOL TEACHERS New Hires Since 1985							
	Through Traditional Route				Through Alternate Route			Private School Teachers
	ALL	ALL	New to Teaching	Return- ees	ALL	New Jersey	Texas	
	%	%	%	%	%	%	%	%
Education faculty								
A	24	27	36	16	28	26	31	32
B	44	43	40	48	46	44	48	45
C	24	22	19	25	19	21	13	20
D	6	6	5	6	3	3	2	2
F	2	2	*	4	2	2	2	0
Subject area faculty								
A	53	52	56	48	44	39	48	59
B	36	36	35	37	31	26	37	35
C	9	9	7	11	12	12	12	5
D	1	2	2	1	2	3	*	1
F	*	1	*	2	1	2	0	0
Supervising staff								
A	33	37	41	31	34	31	41	38
B	38	37	37	35	32	32	33	33
C	20	18	14	22	20	20	17	20
D	6	5	5	6	6	6	5	5
F	2	3	2	4	4	3	4	1
Teacher preparation courses								
A	18	16	18	15	18	16	22	21
B	41	42	44	39	42	37	51	49
C	30	29	27	32	27	32	18	25
D	10	11	12	11	8	9	5	4
F	1	1	*	2	4	3	4	1
Cooperating/supervising teachers								
A	47	50	59	41	46	41	53	47
B	32	33	29	38	26	29	20	28
C	12	11	8	14	16	16	16	13
D	5	4	4	5	7	7	7	4
F	2	2	2	1	3	4	3	2
Student teaching/Internship								
A	45	47	55	38	37	32	42	45
B	36	34	32	37	40	43	38	33
C	13	13	10	17	13	13	12	11
D	3	4	3	5	6	7	4	5
F	2	2	2	2	2	1	3	1

PUBLIC SCHOOL TEACHERS New Hires Since 1985								
	ALL	Through Traditional Route			Through Alternate Route			Private School Teachers
		ALL	New to Teaching	Return- ees	ALL	New Jersey	Texas	
	%	%	%	%	%	%	%	%
Peer culture of students in my teacher preparation program								
A	24	29	35	21	40	41	38	22
B	45	42	44	38	36	30	43	45
C	16	16	12	20	14	17	11	17
D	3	3	1	6	2	2	0	3
F	1	1	*	2	1	*	1	1
Overall teacher preparation program								
A	22	20	24	16	25	21	32	25
B	50	51	52	50	47	45	51	51
C	22	22	19	25	22	26	13	22
D	5	5	3	7	4	4	3	5
F	1	1	1	2	1	1	1	*

QUESTION. WHAT DO YOU THINK ARE THE BEST WAYS FOR A PERSON TO LEARN THE FOLLOWING ASPECTS OF TEACHING?

	PUBLIC SCHOOL TEACHERS New Hires Since 1985							
	ALL	Through Traditional Route			Through Alternate Route			Private School Teachers
		ALL	New to Teaching	Returnees	ALL	New Jersey	Texas	
	%	%	%	%	%	%	%	%
Subject matter knowledge								
Mentor teachers/field-based	6	7	8	5	11	12	10	8
College courses on campus	41	44	46	43	45	50	38	45
Combination of both	53	49	47	52	45	38	53	50
Teaching methods								
Mentor teachers/field-based	30	31	29	34	38	42	30	32
College courses on campus	3	4	5	4	4	3	4	3
Combination of both	67	65	67	62	59	54	65	67
Classroom management/discipline								
Mentor teachers/field-based	43	43	39	47	49	52	42	42
College courses on campus	2	2	2	1	*	*	1	1
Combination of both	55	56	60	52	51	47	56	59
Organizing instruction								
Mentor teachers/field-based	31	33	32	33	34	34	33	29
College courses on campus	7	7	8	6	6	6	6	13
Combination of both	62	61	61	61	61	59	61	59
Recognizing student learning styles								
Mentor teachers/field-based	14	14	11	18	21	23	18	14
College courses on campus	14	17	19	15	11	9	12	15
Combination of both	72	69	70	67	70	68	69	72
Understanding child/adolescent								
Mentor teachers/field-based	10	9	8	9	14	17	8	9
College courses on campus	25	33	39	26	23	19	29	25
Combination of both	65	59	54	64	64	63	63	67
Working effectively within the school organization								
Mentor teachers/field-based	47	50	47	52	57	59	51	39
College courses on campus	3	3	2	3	1	1	1	4
Combination of both	50	48	52	44	43	40	48	59

Best Ways to Learn to Teach

There is striking similarity among all groups of teachers -- whether they have participated in a field-based alternate route or a campus-based teacher preparation program -- concerning the best ways to prepare teachers for specific aspects of teaching.

Far and away teachers think the best way to learn all aspects of teaching is a combination of college courses on campus and field-based experiences.

College courses on campus were cited by fewer than 5 percent of teachers in all groups as the best way to learn teaching methods, classroom management/discipline, and working effectively within the school organization. They were cited by only approximately 7 percent of teachers in all groups as the best way to learn to organize instruction and by fewer than 20 percent in recognizing student learning styles.

Alternate route teachers are slightly more inclined to see working with mentor teachers as the best way to learn to teach than do teachers who have gone through traditional programs.

QUESTION. IN YOUR OPINION, WHAT DO YOU THINK IS THE MOST IDEAL WAY TO PREPARE A PERSON FOR THE PROFESSION OF TEACHING?

	PUBLIC SCHOOL TEACHERS							
	New Hires Since 1985							
		Through Traditional Route			Through Alternate Route			Private School Teachers
	ALL	ALL	New to Teaching	Returnees	ALL	New Jersey	Texas	
	%	%	%	%	%	%	%	%
Teacher preparation program as part of a bachelor's degree consisting of subject area major, general education courses, and 18 semester hours in education including student tchg	12	12	14	9	15	13	20	15
Teacher preparation program as part of a bachelor's degree consisting of subject area major, general education courses, and 30 semester hours in education including student tchg	15	19	22	15	5	6	4	17
Teacher preparation program as part of a bachelor's degree consisting of 30 semester hours including clinical experiences in different schools.	23	23	24	22	11	6	16	17
Teacher preparation program after completing a bachelor's degree in general education and subject area major consisting of one year college education crses including stdt tchg.	4	3	3	2	6	6	7	5
Teacher preparation program after completing a bachelor's degree in general education and subject area major consisting of one year college education crses followed by a year's internship working in schools with mentor teachers.	19	18	21	16	15	14	15	17
Teacher preparation program after completing a bachelor's degree in general education and subject area major consisting of a year's internship working in schools with mentor teachers.	18	17	12	24	27	29	22	16
Master's degree program in education consisting of 18 semester hours in education including student teaching	1	1	*	1	2	3	1	1
Master's degree program in education consisting of 30 semester hours in education including student teaching	3	3	2	4	2	2	3	4
Summer workshop after completion of bachelor's degree, including education courses and actual experience in schools.	1	1	0	2	10	13	6	4
Other	3	3	2	4	6	6	5	3

Most Ideal Teacher Preparation Program

Teachers are split among four options for the most ideal way to prepare a person for the profession of teaching. The four options for alternate route teachers are slightly different from the four options traditional route teachers elect.

The most popular option for all categories of traditional route teachers is "A teacher preparation program as part of a bachelor's degree program that consists of at least 30 semester credit hours including clinical experiences in different schools as part of the college education courses." About a fourth of these teachers elected this option as the most ideal way to prepare a person for teaching.

The most popular option for alternate route teachers is "A teacher preparation program after one has completed a bachelor's degree program in general education and subject area major that would consist of a year's internship working in schools with mentor teachers." About a fourth of these teachers said this was the most ideal way to prepare teachers. (It is the way alternate route teachers are prepared.)

Teachers who have gone through traditional teacher preparation programs are more inclined to think some version of this type of program is the most ideal way to prepare teachers for the profession.

Alternate route teachers lean more toward field-based programs. Fifteen percent of alternate route teachers (20 percent of the Texas alternate route teachers and 13 percent of those in New Jersey) said "A teacher preparation program as part of a bachelor's degree program consisting of a subject area major, general education courses, and 18 semester credit hours in education courses, including student teaching" was the most ideal teacher preparation program. Another 15 percent said they thought "A teacher preparation program after one has completed a bachelor's degree program in general education and subject area major that would consist of one year of college coursework in education courses, followed by a year's internship working in schools with mentor teachers" is the most ideal way to prepare teachers. At the other end of the spectrum, 10 percent of alternate route teachers (13 percent in New Jersey and 6 percent in Texas) said the most ideal way to prepare teachers is "A summer workshop, after completion of a bachelor's degree, that would include coursework in education and actual experience in schools."

The number one choice of returning teachers hired since 1985 (24 percent) was the one-year internship after a bachelor's degree, followed closely (22 percent) by an undergraduate 30-hour program including clinical experiences in different schools, followed by 21 percent who said a post-baccalaureate program consisting of a year of college education courses then a year's internship. Fourteen percent of new teachers new to teaching and 9 percent of returning teachers said an 18-hour undergraduate education program was the most ideal. Twelve percent of new hires new to teaching and 24 percent of returning teachers said a year's internship after a bachelor's program in general education and a subject area major was most ideal.

A post-baccalaureate fifth year of education coursework including student teaching and both an 18-hour and a 30-hour master's degree program in education were the least favorite options across all groups of teachers as the most ideal teacher preparation programs.

QUESTION. SOME STATES ARE NOW BRINGING ADULTS WHO ALREADY HAVE AT LEAST A BACHELOR'S DEGREE IN A FIELD OTHER THAN EDUCATION INTO TEACHING. WHICH ONE OF THE FOLLOWING MOST CLEARLY REPRESENTS YOUR OPINION ABOUT HIRING NON-TEACHER EDUCATION GRADUATES TO TEACH?

	PUBLIC SCHOOL TEACHERS							
	New Hires Since 1985							
	ALL	Through Traditional Route ALL	New to Teaching	Return-ees	Through Alternate Route ALL	New Jersey	Texas	Private School Teachers
	%	%	%	%	%	%	%	%
They should be hired.	1	1	1	1	14	15	13	3
They should be given an opportunity to teach, and if they demonstrate they know the subject matter and can teach effectively, they should be hired.	18	16	14	19	15	22	6	27
They should go through one year of academic coursework in educational subjects based at a college before being hired.	7	9	9	9	2	2	2	8
They should go through a one-year paid internship that combines coursework and on-site training in a school before being hired.	36	35	32	39	57	50	67	36
They should go through a one-year unpaid internship that combines coursework and on-site training in a school before being hired.	8	10	10	10	1	0	1	8
They should take a summer workshop designed to orient them to teaching before being hired.	2	3	3	2	5	7	3	4
They should go back to college and complete a traditional teacher education program and get fully certified before they are hired as teachers.	25	25	30	19	1	*	1	13
Other	2	1	2	1	4	3	6	*

Bringing Adults with Non-Education Degrees Into Teaching

The most frequently cited option for how non-teacher education graduates should be brought into teaching among all groups of teachers is a one-year paid internship that combines coursework and on-site training in a school before being hired.

This was selected by 36 percent of all public and private school teachers, 32 percent of new hires with no prior teaching experience, 39 percent of returning teachers, 50 percent of New Jersey alternate route teachers and 67 percent of teachers who have gone through a Texas alternate route.

About a fourth of traditional route teachers -- and only 1 percent of alternate route teachers -- think "They should go back to college and complete a traditional teacher education program and get fully certified before they are hired as teachers."

Fourteen percent of alternate route teachers and 1 percent of traditional route teachers think they should be hired outright.

There is wider support from traditional route teachers that "They should be given an opportunity to teach, and if they demonstrate they know the subject matter and can teach effectively, they should be hired."

ATTITUDES ABOUT STUDENT LEARNING AND REFORM PROPOSALS

Attitudes About Student Learning

Teachers were asked to indicate the degree to which they agreed or disagreed with statements concerning certain attitudes about student learning:

About three-fourths of all teachers -- across all groups -- agree that "Schools should adjust to the needs, interests and learning styles of individual students, rather than expecting them to accommodate to the norms of the school."

Most teachers, however, disagree that "Individual students are the best judges of what they need to learn and when they are ready to learn it." Only 13 percent of all public school teachers and 9 percent of private school teachers agree with the statement.

About 8 out of 10 teachers agree that "Standards of academic achievement should be flexible enough that every child can feel successful."

Approximately 3 out of 4 teachers agree that "Students are apt to feel pride in themselves only if they can see in the curriculum plenty of examples of success, achievement and contributions by members of their racial/ethnic/linguistic/religious group."

Very few teachers, however, think that "Students of a given racial/ethnic group are best taught by teachers of the same race\ethnic group." Only 13 percent of all public school teachers and 18 percent of private school teachers agreed with the statement.

However, 22 percent of alternate route teachers in Texas agreed that students of a given race/ethnic group are best taught by teachers of the same race/ethnic group. It should be noted that 43 percent of the Texas alternate route teachers are non-white.

An analysis of the responses to this item of all public school teachers by white and non-white showed that 23 percent of non-white teachers, compared with 12 percent of white teachers, agreed that students of a given race/ethnic group are best taught by teachers of the same race/ethnic group.

Only 4 percent of non-white teachers and 2 percent of white teachers strongly agreed with the statement.

More than a third (35 percent) of non-white teachers strongly disagreed with the statement and 40 percent somewhat disagreed. This compares with 41 percent of white teachers who strongly disagreed and 39 percent who somewhat disagreed that students of a given race/ethnic group are best taught by teachers of the same race/ethnic group.

The only other statement on which there was any significant difference between white teachers and non-white teachers was students feeling pride in themselves only if they can see in the curriculum plenty of examples of success, achievement and contributions by members of their racial/ethnic/linguistic/religious group. More than half (53 percent) of non-white teachers strongly agreed and 32 percent "somewhat agreed" with the statement. This compares with 27 percent of white teachers who strongly agreed and 46 percent who somewhat agreed.

Eight out of 10 teachers agree that "Students, regardless of their socioeconomic backgrounds, can perform at the highest levels of achievement."

The teachers least in agreement with this statement are those who have been hired in the last five years who have gone through a traditional preparation program and have not taught before. A fourth of these teachers disagree that students, regardless of their socioeconomic backgrounds, can perform at the highest levels of achievement.

Alternate route teachers are most in agreement that all students can achieve at the highest levels. -- 86 percent of alternate route teachers in the sample agreed with the statement.

New teachers with no prior teaching experience and alternate route teachers in Texas tend -- more than the other groups of teachers -- to think students are the best judges of what they need to learn and when they are ready to learn it.

PERCENTAGE OF TEACHERS WHO AGREE WITH THE FOLLOWING STATEMENTS ABOUT STUDENT LEARNING

Question 14	PUBLIC SCHOOL TEACHERS							
	New Hires Since 1985							Private School Teachers
	ALL	Through Traditional Route			Through Alternate Route			
		ALL	New to Teaching	Return- ees	ALL	New Jersey	Texas	
	%	%	%	%	%	%	%	%
Schools should adjust to students	83	77	76	77	73	66	81	72
Students best judges	13	16	19	12	15	11	21	9
Flexible standards	77	81	80	82	76	72	81	79
Pride associated with race	74	77	79	75	76	73	77	72
Students taught by same race	13	14	15	13	19	16	22	18
All students can learn	80	78	75	79	86	84	84	82

**PERCENTAGES OF TEACHERS WHO AGREE THE FOLLOWING WOULD IMPROVE
AMERICA'S EDUCATIONAL SYSTEM**

	PUBLIC SCHOOL TEACHERS							
	New Hires Since 1985							Private School Teachers
	ALL	Through Traditional Route New to Teaching			Through Alternate Route New Jersey Texas			
	ALL	ALL	New to Teaching	Return-ees	ALL	New Jersey	Texas	
Let each individual school decide how the school will operate	65	62	61	63	60	57	60	69
Give teachers greater authority in the running of schools	90	88	90	86	91	92	89	86
Involve parents more directly in the running of schools	60	62	65	52	62	62	62	62
Establish national goals for education in this country	83	86	89	83	86	85	86	85
Involve secondary school students more directly in the running of high schools	15	41	42	40	53	53	51	39
Extend the school year	26	22	24	18	29	28	29	26
Extend the school day	16	13	10	16	19	22	11	21
Recruit adults who have experience in careers other than education into teaching	56	59	56	61	97	95	95	68
Recruit adults who have experience as managers/administrators in careers other than education into positions as superintendents and principals	28	27	28	27	56	52	61	35
Demand that a student perform at grade level before he or she is passed on to the next grade	74	74	75	70	86	86	82	82
Allow greater flexibility at the school-building level in determining what and how students are taught	84	84	87	83	83	82	82	86
Allow parents to send their children to the school of their choice	53	55	52	58	56	58	51	83

Ways to Improve America's Educational System

More than 8 out of 10 teachers across all groups agree that 3 of the 12 listed reform proposals would improve America's educational system:

- *Give teachers greater authority in the running of schools.*
- *Establish national goals for education in this country.*
- *Allow greater flexibility at the school-building level in determining what and how students are taught.*

There was universal agreement among all of the groups of teachers on these reform proposals.

The next highest reform proposal in which all groups of public school teachers who had come through traditional preparation programs agreed was "Demand that a student perform at grade level before he or she is passed on to the next grade." Three-fourths of these teachers agreed with the statement.

However, a significantly higher proportion of alternate route teachers agreed that demanding that students perform at grade level before being passed on would improve America's education system -- 86 percent of all alternate route teachers, 86 percent of New Jersey's and 82 percent of those in Texas.

The other areas in which there were notable differences between traditionally prepared teachers and alternate route teachers were:

- *While 97 percent of alternate route teachers think recruiting adults from other careers into teaching would improve education, 56 percent of new hires who have never taught and 61 percent of returning teachers think it would.*
- *More than half (56 percent) of alternate route teachers, compared with about a fourth of traditional route teachers, think bringing adults who have experience in careers other than education into positions as superintendents and principals would improve education.*

Extending the school year is favored by about a fourth of all teachers, allowing parents to choose to send their children to the school of their choice by a little over half and letting each individual school decide how it will operate and involving parents more directly in the running of schools by about a third.

Schools/Teachers Better Than Five Years Ago?

Public school teachers, returning teachers and alternate route teachers in Texas are most inclined to think schools have improved in the last five years. Thirty-eight percent of all public school teachers, 39 percent of returning teachers and 36 percent of Texas alternate route teachers, compared with 28 percent of new hires who are first-time teachers, 21 percent of New Jersey alternate route teachers and 28 percent of private school teachers think schools have improved in the last 5 years.

On the other hand, while about 4 out of 10 alternate teachers in both Texas and New Jersey think the quality of people coming into teaching today is better than 5 years ago, only 29 percent of new hires who have never taught before and 22 percent of returning teachers think the quality of people coming into teaching is better.

QUESTION. WOULD YOU SAY THAT THE SCHOOLS IN YOUR COMMUNITY HAVE IMPROVED FROM FIVE YEARS AGO, GOTTEN WORSE, OR STAYED ABOUT THE SAME?

		PUBLIC SCHOOL TEACHERS New Hires Since 1985							Private School Teachers
		Through Traditional Route			Through Alternate Route				
			New to	Return-		New			
		ALL	Teaching	ees	ALL	Jersey	Texas		
	%	%	%	%	%	%	%	%	
Improved	38	33	28	39	28	21	36	28	
Gotten worse	21	19	18	20	21	22	18	18	
Stayed about the same	33	28	23	34	29	28	28	37	
Don't know	7	20	30	6	24	28	17	17	

QUESTION. WHAT ABOUT TEACHERS? WOULD YOU SAY THE QUALITY OF PEOPLE COMING INTO TEACHING TODAY IS BETTER THAN FIVE YEARS AGO, WORSE, OR ABOUT THE SAME?

	PUBLIC SCHOOL TEACHERS New Hires Since 1985							
	ALL	Through Traditional Route			Through Alternate Route			Private School Teachers
		ALL	New to Teaching	Return- ees	ALL	New Jersey	Texas	
	%	%	%	%	%	%	%	%
Better	23	26	29	22	41	40	42	19
Worse	15	10	5	15	5	4	7	16
About the same	49	40	30	52	27	23	32	46
Don't know	13	24	35	10	28	32	19	19

Ways to Make Teaching More of a True Profession

Nearly all teachers agree that giving teachers greater decision-making authority at both the school-building and district levels would make teaching more of a true profession.

More than eight out of ten teachers agree that giving teachers more autonomy in what and how they teach would improve the teaching profession. This option was selected by 93 percent of new hires since 1985 who had not taught before -- the highest proportion of all the groups.

The proposals in which there were significant differences between teachers who have gone through a traditional preparation program and alternate route teachers were pay-related items and the National Board for Professional Teaching Standards.

Alternate route teachers favor paying teachers based on job performance, letting the market decide how much teachers get paid and having upward mobility within the ranks of teaching more than do traditional route teachers.

While 8 out of 10 alternate route teachers and three-fourths of new teachers with no prior teaching experience think establishing the National Board for Professional Teaching Standards that would grant board certification to superior teachers would make teaching more of a true profession, 67 percent of returning teachers and of all public school teachers agree.

THERE IS MUCH TALK ABOUT WAYS TO MAKE TEACHING MORE OF A TRUE PROFESSION. TO WHAT DEGREE DO YOU AGREE OR DISAGREE THAT THE FOLLOWING CHANGES WOULD STRENGTHEN TEACHING AS A PROFESSION?

	PUBLIC SCHOOL TEACHERS New Hires Since 1985							
	ALL	Through Traditional Route New to Teaching			Through Alternate Route New Jersey Texas			Private School Teachers
		ALL	Teaching	Return-ees	ALL	New Jersey	Texas	
Pay teachers based on job performance in addition to seniority and level of education	%	%	%	%	%	%	%	%
	70	75	79	70	82	83	77	83
Let the market determine how much teachers get paid, e.g., pay people more in high demand areas such as math and science	21	26	28	24	42	38	47	32
Have upward mobility within the ranks of teaching, e.g., career ladders	70	70	72	66	83	85	81	75
Introduce a proficiency exam for entry into teaching similar to the Bar Exam for lawyers or the CPA Exam for accountants	65	68	71	65	73	73	73	68
Give individual teachers more autonomy in determining what and how they teach	84	89	93	84	87	85	86	78
Give teachers greater participation in decision-making at the district level	97	97	98	95	97	94	99	91
Give teachers greater participation in decision-making at the school-building level	98	97	99	96	98	98	98	93
Establish the National Board for Professional Teaching Standards that would grant board certification to superior teachers	67	71	75	67	80	79	80	76

ATTITUDES AND FUTURE PLANS

Where Teachers Are Willing to Teach

Nowhere in the NCEI survey was there a greater difference between teachers who have come through traditional teacher preparation programs and alternate route programs than on the question of willingness to teach in inner cities.

A third of all alternate route teachers, compared with only 12 percent of traditional route teachers -- new to teaching and returning teachers -- said they would be willing to teach in a large inner city if the demand for teachers was great. An additional 21 percent of alternate route teachers said "Maybe." More than a fourth of all public school teachers, 77 percent of returning teachers and 67 percent of new hires new to teaching said "No."

More than half of alternate route teachers said they would be willing to teach in a medium inner city. This compares with a third of traditional route teachers.

More than eight out of ten teachers across all groups were willing to teach in small towns and about seven out of ten in rural areas. Nine out of ten alternate route teachers and eight out of ten traditional route teachers were willing to teach in suburban areas.

	Public School Teachers New Hires Since 1985							
	ALL	Through Traditional Route			Through Alternate Route			Private School Teachers
		ALL	New to Teaching	Return- ees	ALL	New Jersey	Texas	
%	%	%	%	%	%	%	%	

QUESTION. WOULD YOU BE WILLING TO TEACH IN ANY OF THE FOLLOWING AREAS
IF THE DEMAND FOR TEACHERS WAS GREAT?

Large inner city								
Yes	12	12	12	12	32	33	32	17
No	76	73	67	77	48	45	48	64
Maybe	11	16	22	11	21	22	20	20
Medium inner city								
Yes	31	34	39	27	53	55	54	36
No	48	41	35	49	25	22	24	38
Maybe	21	25	26	24	23	23	22	26
Suburban								
Yes	78	78	79	79	89	92	84	81
No	10	9	10	6	4	3	6	9
Maybe	12	14	13	15	8	5	10	10
Small town								
Yes	84	85	87	85	84	86	87	86
No	8	7	7	6	6	4	10	8
Maybe	8	9	8	9	11	9	12	8
Rural								
Yes	72	71	73	71	67	66	66	72
No	15	12	12	12	17	17	16	14
Maybe	14	17	16	17	17	17	18	15

QUESTION. WHICH OF THE FOLLOWING CATEGORIES BEST DESCRIBES THE LOCALITY OF
THE SCHOOL IN WHICH YOU TEACH?

Large inner city	7	10	14	4	19	14	29	9
Medium inner city	12	14	11	18	24	31	16	21
Small town	33	31	29	33	23	12	37	28
Suburban	28	23	18	29	27	38	10	37
Rural	20	22	28	16	7	4	8	7

QUESTION. WOULD YOU DESCRIBE THE COMMUNITY YOUR SCHOOL DISTRICT SERVES
AS MOSTLY LOW INCOME, MIDDLE INCOME OR HIGH INCOME?

Low income	37	45	48	41	60	45	84	14
Middle income	56	50	49	52	30	38	14	67
High income	7	5	3	7	10	17	2	21

Where Teachers Currently Teach

More alternate route teachers than traditional route teachers teach in inner cities, and more traditional routers than alternate routers currently teach in rural areas and small towns.

Half of alternate route teachers in both Texas and New Jersey are teaching in inner cities. This compares with 26 percent of teachers new to teaching, 22 percent of returning teachers, and 19 percent of all public school teachers and 30 percent of all private school teachers.

Twenty-nine percent of Texas alternate route teachers and 14 percent of New Jersey alternate route teachers are in large inner cities.

It is noteworthy that 14 percent of new hires new to teaching, compared with only 4 percent of returning teachers, are in large inner cities. Twenty-eight percent of teachers new to teaching, compared with 16 percent of returning teachers, are in rural areas.

QUESTION. WHAT ARE THE THREE MAIN REASONS YOU ORIGINALLY DECIDED TO BECOME A TEACHER, AND WHAT ARE THE THREE MAIN REASONS YOU ARE PRESENTLY STILL TEACHING?

O=Originally P=Presently	PUBLIC SCHOOL TEACHERS															
	New Hires Since 1985															
	Through Traditional Route								Through Alternate Route							
	ALL		ALL		New to Teaching		Returnees		ALL		New Jersey		Texas		Private School Teachers	
	%		%		%		%		%		%		%		%	
	O	P	O	P	O	P	O	P	O	P	O	P	O	P	O	P
Value or significance of education in society	32	38	35	38	31	37	38	39	44	51	45	52	45	50	39	44
Desire to work with young people	70	78	72	75	74	73	68	77	66	77	66	76	66	75	77	82
Interest in subject-matter field	43	32	43	41	44	51	42	26	42	40	48	44	29	30	40	39
Influence of a teacher in elementary or secondary school	28	5	24	3	21	14	28	3	15	11	19	13	8	7	33	6
Influence of a teacher or advisor in college	7	1	6	1	8	2	5	0	5	2	6	2	3	0	7	*
Influence of my family	24	5	23	7	24	6	21	8	16	5	16	6	13	4	18	5
Financial rewards	4	7	7	9	11	10	1	9	4	4	2	5	8	2	3	2
Long summer vacation	26	31	28	36	28	30	29	42	40	40	31	31	49	48	26	31
Job security	19	32	13	24	11	24	15	24	21	24	12	14	35	39	5	9
Employment mobility	6	5	7	9	10	14	4	2	7	10	6	6	9	14	2	3
Preparation program in college appealed to me	8	*	6	*	6	0	5	1	3	*	2	0	4	*	5	*
Wanted a suitable job until marriage	4	*	3	*	2	*	5	*	1	1	2	1	0	0	3	1
Wanted a job with draft deferment	1	*	*	0	0	0	*	0	*	0	*	0	0	0	*	0
Wanted a change from other work	6	*	8	1	12	*	2	1	27	6	29	7	25	4	5	*
Need a second income in the family	4	15	7	20	10	13	1	28	7	9	7	8	8	9	6	15
Need for income after termination of my marriage	1	3	1	2	1	2	1	2	2	2	2	*	3	4	1	1
Never really considered anything else	28	9	22	8	12	8	35	8	3	2	4	3	2	1	27	11
Opportunity for lifetime of self growth	10	16	11	17	11	20	10	15	18	25	21	27	14	20	20	26
One of the few professions open to me	11	5	7	6	5	4	9	7	10	4	8	4	16	6	7	4
Sense of freedom in my own classroom	9	21	10	21	10	9	8	21	17	26	23	31	8	19	11	30
Too much invested to leave now	1	30	2	12	2	9	1	16	*	3	0	2	*	2	0	14
Other	7	6	10	8	7	6	14	10	8	7	9	9	7	5	11	10

Reasons for Being a Teacher

No reason for going into teaching initially and for being a teacher today came close to the one cited most frequently by all teachers across all groups -- "Desire to work with young people."

About three-fourths of all teachers said this was the reason they were in teaching.

The second-most frequently cited reason given by alternate route teachers was "Value or significance of education in society." -- cited by half of alternate route teachers in both Texas and New Jersey and 38 percent of traditional route teachers.

A very popular reason for being a teacher among all groups was "Long summer vacation."

Forty-two percent of new hires since 1985 who are returning teachers and 48 percent of the Texas alternate route teachers cite the long summer vacation as a reason they are in teaching. Thirty-one percent of all public school teachers report "Long summer vacation" as a reason for being a teacher.

"Job security" was cited by 32 percent of all teachers and 39 percent of alternate route teachers in Texas and about a fourth of all other groups of teachers.

It is noteworthy that more than a fourth of alternate route teachers say they originally went into teaching because they wanted a change from other work and that about a fourth of all traditional route teachers and 35 percent of returning teachers said they "Never really considered anything else."

Thirty percent of all public school teachers cite "Too much invested to leave now" as a top reason for being in teaching now.

QUESTION. IF YOU HAD TO CHOOSE, WHICH OF THESE ARE MOST IMPORTANT TO YOU ON THE JOB?

	PUBLIC SCHOOL TEACHERS							
	New Hires Since 1985							
		Through Traditional Route	New to Teaching	Return-ees	Through Alternate Route	New	Texas	Private School Teachers
	ALL	ALL	ALL	ALL	ALL	Jersey	Texas	Teachers
	%	%	%	%	%	%	%	%
A chance to use your mind and abilities	65	69	68	70	77	76	75	76
A clean, quiet, comfortable place to work	16	18	18	17	16	15	16	21
Being able to retire early with a good pension	5	3	2	3	3	3	3	2
Job security	25	24	24	23	21	19	25	11
A good salary	45	46	41	52	46	39	55	25
Appreciation for a job well done	41	38	37	38	46	46	43	58
Medical and other benefits	18	18	17	18	18	20	13	11
Chance to work with young people -- see young people develop	71	72	70	74	70	69	67	79

What's Most Important on a Job

"A chance to work with young people -- see young people develop" and "A chance to use your mind and abilities" were cited by all groups of teachers as most important on the job.

"A good salary" ranked third among public school teachers, with 45 percent of all public school teachers, 52 percent of returning teachers, 41 percent of teachers new to teaching, 55 percent of Texas alternate route teachers and 39 percent of New Jersey alternate route teachers reporting a good salary most important. This compares with 25 percent of private school teachers who said a good salary was most important.

The third-ranked item for private school teachers was "Appreciation for a job well done" (58 percent). Forty-one percent of all public school teachers, 38 percent of returning teachers, 37 percent of new hires new to teaching, 46 percent of New Jersey alternate route teachers and 43 percent in Texas said appreciation for a job well done was most important on a job.

In the 1986 NCEI survey of teachers, 63 percent of public school teachers said "A chance to use your mind and abilities" was most important on the job, followed by 62 percent who cited "Chance to work with young people."

In the 1986 survey, 54 percent of public school teachers said "Appreciation for a job well done" was most important, followed by "A good salary" (51 percent).

Ten percent of teachers in 1986 -- compared with 5 percent in 1990 -- said "Being able to retire early with a good pension" was most important. "Medical and other benefits" were cited by 16 percent of teachers in 1986 and by 18 percent in 1990.

"A clean, quiet, comfortable place to work " was cited by 12 percent of the teachers in 1986 and by 16 percent in the 1990 survey.

PERCENTAGE OF TEACHERS, COLLEGE GRADUATES, AND THE GENERAL PUBLIC WHO ARE SATISFIED WITH THE FOLLOWING ASPECTS OF THEIR LIVES, SELECTED YEARS

	Public School Teachers										Teachers		College Grads		General Public	
	New Hires Since 1985					Through Alternate Route					Private School Teachers		1988/b		1988/b	
	ALL	Through Traditional Route	New to Teaching	Returning	ALL	ALL	New Jersey	Through Alternate Route	Private School Teachers	Public	Private	1988/a	1988/b	1988/c	1988/b	1988/c
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Your present housing	78	70	66	75	66	65	61	61	82	90	90	89	87	81	81	81
Your standard of living	67	64	61	67	56	53	49	49	71	80	82	88	95	78	78	78
Your household income	51	52	47	58	43	44	35	35	55	66	71	77	69	63	63	63
Your family life	84	84	84	85	81	80	82	82	88	91	96	93	94	88	88	88
Your health today	86	86	87	86	87	87	84	84	91	96	97	92	88	85	85	85
The job/work you do	77	77	72	82	80	80	76	76	87	90	96	84	80	70	70	70
Your free time - the times when you are not working at your job	70	64	63	65	73	69	75	75	63	82	84	89	87	73	73	73
The way things are going in your personal life	81	78	79	77	79	77	80	80	82	90	94	92	85	79	79	79

a/ Survey of 1,144 public school teachers and 448 private school teachers conducted by the National Center for Education Information Feb. 7-Apr. 15, 1986.

b/ Survey of 1,001 adults including 286 college graduates conducted by the Gallup Organization Sept. 25-Oct. 1, 1988.

c/ Survey of 1,805 adults including 202 college graduates conducted by the Gallup Organization Dec. 7-10, 1984.

Satisfaction with Aspects of Life

While most teachers report satisfaction with most aspects of their lives, the percentages who said they were satisfied in each of eight areas queried in 1990 are significantly lower than NCEI's 1986 survey of teachers revealed.

In addition, teachers' levels of satisfaction with all aspects of their lives were significantly higher in the 1986 NCEI survey and were significantly higher than those of the general public surveyed by the Gallup Organization in 1984.

The general public's levels of satisfaction were significantly higher in the 1988 Gallup survey than they were in 1984 and higher than teachers' in 1990.

In 1986, 80 percent of teachers said they were satisfied with their standard of living. In 1990, 67 percent said they were satisfied with their standard of living.

Eighty-five percent of the general public in 1988, compared with 78 percent in 1984, reported they were satisfied with their standard of living.

Two-thirds (66 percent) of teachers in 1986, compared with 51 percent in 1990, said they were satisfied with their household income.

In 1988, 69 percent of the general public reported satisfaction with household income -- compared with 63 percent in 1984.

Private school teachers are slightly more satisfied with each aspect of their lives than are public schools teachers -- except with how they spend their free time.

Returning teachers and all public school teachers are more satisfied with present housing, standard of living and household income than are teachers new to teaching and alternate route teachers in Texas and New Jersey.

Private school teachers, New Jersey alternate route teachers and returning teachers report the highest levels of satisfaction with their jobs than the other groups.

Texas alternate route teachers report the highest level of satisfaction with "Free time -- the time when you are not working at your job."

QUESTION. HOW SATISFIED ARE YOU WITH THE ASPECTS OF YOUR JOB LISTED BELOW?

	Public School Teachers New Hires Since 1985							
	ALL	Through Traditional Route New to Teaching			Through Alternate Route New			Private School Teachers
		ALL	Teaching	Return-ees	ALL	Jersey	Texas	
	%	%	%	%	%	%	%	%
Overall job satisfaction	83	82	77	87	89	89	89	93
Relationship with principal	80	80	81	79	81	82	75	87
Relationship with other teachers	93	88	85	91	94	93	93	93
Relationship with parents of students	83	79	74	86	76	77	71	91
Present curriculum	74	74	79	71	72	74	64	88
Present textbooks	67	62	62	62	62	63	57	82
General working conditions	69	68	63	69	69	66	67	89
Salary	45	46	47	45	43	47	30	38
Status of teachers in this community	42	47	50	43	49	49	46	55

Job Satisfaction

Teachers in 1990 report relatively high levels of overall job satisfaction. Their satisfaction levels are about the same as those reported by teachers in the 1986 NCEI survey.

Ninety-three percent of private school teachers, 89 percent of alternate route teachers in both Texas and New Jersey, 87 percent of returning teachers and 83 percent of all public school teachers say they are satisfied with their job overall. The least satisfied group were new hires new to teaching. Seventy-seven percent of these new teachers said they were satisfied.

The area of greatest satisfaction for all teachers is "Relationship with other teachers" and the least is "Status of teachers in this community," followed closely by "Salary."

Teachers new to teaching and alternate route teachers do not report as high a level of satisfaction on "Relationship with parents of students" as do private school teachers, returning teachers and all public school teachers.

Teachers hired since 1985 who had no prior teaching experience also reported the lowest level of satisfaction of any group on "Relationship with other teachers."

However, more of the teachers new to teaching said they were satisfied with the status of teachers in the community -- along with alternate route teachers and private school teachers -- than did returning teachers and all public school teachers.

QUESTION. WHAT DO YOU EXPECT TO BE DOING FIVE YEARS FROM NOW?

	PUBLIC SCHOOL TEACHERS New Hires since 1985							
	ALL	Through Traditional Route			Through Alternate Route			Private School Teachers
		ALL	New to Teaching	Returnees	ALL	New Jersey	Texas	
	%	%	%	%	%	%	%	%
Teaching in this school system	62	52	45	60	39	36	41	45
Teaching in another school system	12	20	22	18	37	44	25	24
Will be retired from teaching	8	1	*	2	*	*	1	9
Employed in an occupation outside education	7	11	12	9	10	8	12	10
Employed in another occupation in education	10	12	15	10	11	8	16	9
Homemaking and/or child-rearing full-time	1	3	4	2	4	5	3	4
Attending a college or university full-time	1	4	6	1	2	2	3	2
In military service	0	0	0	0	0	0	0	0
Unemployed and seeking work	*	0	0	0	0	0	0	0

What Teachers Expect to be Doing Five Years From Now

Only about a fourth of current public school teachers expect to leave teaching in the next five years.

Three-fourths (seventy-four percent) of all teachers say they expect to be teaching five years from now. Only 8 percent plan to be retired, 7 percent expect to be employed in an occupation outside of education, 10 percent expect to be in another occupation in education, 1 percent plan to be homemaking or raising children full-time and 1 percent expect to be attending a college or university full-time.

The highest expected teacher retention rates are for returning teachers (78 percent) and New Jersey alternate route teachers (80 percent).

The lowest expected retention rates are for new teachers new to teaching (67 percent) and Texas alternate route teachers (66 percent). Still, only 12 percent of each of these latter two groups expect to be in an occupation outside of education. Fifteen percent of new hires new to teaching and 16 percent of Texas alternate route teachers expect to be in another position in education.

Only 14 percent of all public school teachers and 12 percent of private school teachers *who reported they do not expect to be teaching five years from now* said a reason would be "Tired of teaching and want a rest," and only 4 percent cited "Too much violence in the schools."

By race, it is significant that 66 percent of nonwhite teachers -- compared with 74 percent of white teachers -- expect to be teaching five years from now. Fourteen percent of nonwhite teachers -- compared with 8 percent of white teachers -- expect to be retired. Fourteen percent of nonwhite teachers -- compared with 9 percent of white teachers -- expected to be employed in another occupation in education. Only 8 percent of white teachers and 6 percent of nonwhite teachers expect to be employed in an occupation outside of education.

NOTE: Data from the National Center for Education Statistics' Schools and Staffing Survey conducted in 1987 show an annual teacher attrition rate of 4.1 percent -- lower than the six percent attrition rate projected.

The Bureau of Labor Statistics reports that the annual separation rate for persons in Professional Specialty occupations was 10.8 percent in 1988 and that the separation rate for all workers was 18 percent.

QUESTION. IF YOU DO NOT EXPECT TO BE TEACHING FIVE YEARS FROM NOW, WHAT WOULD BE YOUR REASON(S) FOR LEAVING TEACHING?

	PUBLIC SCHOOL TEACHERS							
	New Hires Since 1985							
		Through Traditional Route New to Return-ees			Through Alternate Route New Jersey Texas			Private School Teachers
	ALL	ALL	Teaching	ees	ALL	New Jersey	Texas	
	%	%	%	%	%	%	%	%
Non- respondents	57	56	52	59	56	61	46	52
Retirement	24	4	1	9	3	4	1	21
Marriage or full-time homemaking	2	3	2	5	3	2	4	3
Maternity or child rearing	7	13	19	5	18	23	12	13
Spouse's work will take us to another community	6	8	8	9	3	3	2	6
Further study	7	16	21	7	21	22	21	7
Employment in a position outside education	25	28	27	29	20	17	23	28
Employment in another education position	21	25	25	25	29	23	37	16
Military service	0	0	0	0	0	0	0	0
Ill health	3	4	4	4	0	0	0	2
Tired of teaching and want a rest	14	12	9	18	7	6	8	12
Dismissal or forced resignation	1	1	0	3	1	2	0	0
Reduction-in-force or contract non-renewal	4	5	3	9	2	4	0	1
Too much violence in the schools	4	3	4	2	3	2	4	0
Other	12	14	12	15	20	14	27	10

APPENDIX A: SURVEY METHODOLOGY

The Profile of Teachers in the U.S. survey was conducted by the National Center for Education Information from February 27 to May 15, 1990. In that time, 2,640 questionnaires were completed by public school teachers, 358 by private school teachers, 220 from Texas and 423 from New Jersey. The respondents represented teachers of grades kindergarten through grade 12 throughout the fifty states and the District of Columbia.

Sample Selection of Teachers

The teachers included in the study were selected through a systematic random sampling procedure from lists compiled by Market Data Retrieval of Shelton, Connecticut

In addition, alternate route respondents were drawn utilizing a systematic sampling procedure from lists supplied by the New Jersey Department of Education and the Texas Department of Education.

Interviewing Method

Each teacher selected for the sample was mailed a questionnaire February 27, 1990 at his or her school along with a letter from NCEI explaining the significance of the study and urging the teacher to mail back the questionnaire as soon as possible in the postage-paid envelope that was enclosed. A telephone number to call collect was given if the teacher had any questions.

Any teachers who had not returned the questionnaire by March 27, 1990 were mailed a second questionnaire.

Weighting the Data

Because of differential response rates by segments that can occur on a mail survey, the

number of public school teachers who completed the questionnaire were weighted to their true proportion, by years of teaching experience and by state, based on the latest statistics available from the U.S. Department of Education's National Center for Education Statistics

Due to the inconsistencies of available data and lack of up-to-date statistics on the number of alternative route and K - 12 private school teachers by years of experience and by state, the responses provided by these segments of the study were not weighted.

Response Rates

NCEI mailed questionnaires to 4,988 public school teachers, 500 to private school teachers, 750 to teachers in New Jersey and 500 to teachers in Texas who were identified as having participated in those two states' alternate route programs.

Questionnaires were returned from 2,640 public school respondents, 358 private school, 358 in New Jersey and 220 in Texas.

Eligible Respondents for the Analysis in This Report

The following criteria were what NCEI used to determine respondent eligibility for the analyses in this report:

1. All public school teachers were respondents who checked that they were a regular full-time teacher, regular part-time teacher, itinerant teacher or full-time substitute.
2. New teachers hired since 1985 were determined by respondents who reported they began their first teaching job in 1985, 1986, 1987, 1988 or 1989 (new teachers new to teaching) or had begun teaching since their last break from teaching in 1985, 1986, 1987, 1988 or 1989 (new teachers who are returning teachers).
3. New teachers hired since 1985 who had entered teaching through a traditional route were those respondents who met the above criteria and indicated that they had completed or were in the process of completing a program of teacher preparation other than an alternative certification program.
4. New teachers hired since 1985 who had entered teaching through an alternate route met Criteria 1 and 2 above and checked that they had participated in or were participating in what the state calls an "alternative certification program."

Having applied these criteria, the following numbers of teachers were used in the analysis for this report:

All public school teachers (weighted)	2,380
All new teachers hired through traditional programs since 1985 (weighted)	668
New teachers new to teaching	369

Returning teachers	269
All alternate route teachers hired since 1985 (unweighted)	491
New Jersey alternate route teachers hired since 1985 (unweighted)	291
Texas alternate route teachers hired since 1985 (unweighted)	178
All private school teachers (unweighted)	352

Reliability of Survey Percentages

Any sample survey is subject to sample variation. The degree of variation is determined by the level of the percentages expressed in the results and by the number of interviews completed relating to a response.

The following table reflects the amount of possible sample variation that can be applied to percentage results of this study. Simply stated, the table indicates that chances are 95 out of a 100 that a result from the study will not vary, plus or minus, by more than the indicated number of percentage points, from the results that would have been achieved if questionnaires had been completed by all people in the universe that is represented in the sample.

APPROXIMATE SAMPLE TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING PERCENTAGE RESULTS APPEARING IN THIS REPORT

NUMBER OF PEOPLE ASKED QUESTION ON WHICH SURVEY RESULT IS BASED	SURVEY PERCENTAGE RESULT AT 10% OR 90%	SURVEY PERCENTAGE RESULT AT 20% OR 80%	SURVEY PERCENTAGE RESULT AT 30% OR 70%	SURVEY PERCENTAGE RESULT AT 40% OR 60%	SURVEY PERCENTAGE RESULT AT 50%
2,000	1	2	2	2	2
1,500	2	2	2	3	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

If the response rate for a sample size of 500, for example, was 80 percent, then 95 times out of 100 the responses from the entire population would be between 76 percent and 84 percent. It is important to note that survey results based on small-sized subgroups are subject to large sampling error.

When comparing results from different parts of a sample, sample tolerances are also used to determine if the difference between two subgroups can be considered statistically significant.

The figures in the following table reflect (at the 95 percent confidence level) the percentage different that must be achieved in order for the difference between two subgroups to be considered statistically significant.

For example, if 43 percent of one group of 800 responded "no" to a particular question and 37 percent of an independent group of 500 responded "no" to the same question, then the observed difference (6 percentage points) is significant since it is greater than the potential sampling error (5 percentage points) reflected in the table. These errors account for sampling error only. Survey research is susceptible to nonsampling errors as well, such as respondent recording and data processing. However, the procedures followed by NCEI in this study should minimize these kinds of errors.

APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING DIFFERENCES BETWEEN TWO PERCENTAGE RESULTS APPEARING IN THIS REPORT

APPROXIMATE SAMPLE SIZE OF TWO GROUPS ASKED QUESTION ON WHICH SURVEY RESULT IS BASED	SURVEY PERCENTAGE RESULT AT 10% OR 90%	SURVEY PERCENTAGE RESULT AT 20% OR 80%	SURVEY PERCENTAGE RESULT AT 30% OR 70%	SURVEY PERCENTAGE RESULT AT 40% OR 60%	SURVEY PERCENTAGE RESULT AT 50%
2,000 vs. 2,000	2	2	3	3	3
1,000	2	3	4	4	4
800	3	3	4	4	4
500	3	4	4	5	5
300	4	5	6	6	6
200	4	6	7	7	7
100	6	8	9	10	10
50	9	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
800	3	4	4	5	5
500	3	4	5	5	5
300	4	5	6	6	6
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
800 vs. 800	3	4	4	5	5
500	3	4	5	5	6
300	4	5	6	7	7
200	5	6	7	8	8
100	6	8	10	10	10
50	9	11	13	14	14
500 vs. 500	4	4	6	6	6
300	4	6	7	7	7
200	6	7	8	8	8
100	7	9	10	11	11
50	9	12	13	14	15
300 vs. 300	5	6	7	8	8
200	5	7	8	9	9
100	7	9	10	11	11
50	9	12	14	15	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15

APPENDIX B

SURVEY QUESTIONNAIRE

TEACHER SURVEY

INSTRUCTIONS

If you are unsure about how to answer a question, please give the best answer you can.

If you have any questions, please call the National Center for Education Information collect at (202) 362 - 3444.

Use the enclosed postage-paid envelope to return this questionnaire to the National Center for Education Information. Please return it immediately.

THANK YOU FOR TAKING PART IN THIS STUDY.

1. Which of the following most accurately describes your primary assignment during the 1989-90 school year?
(CHECK ONLY ONE)

- ☐ Regular full-time teacher
- ☐ Regular part-time teacher
- ☐ Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
- ☐ Long-term substitute (i.e., your assignment requires that you fill the role of regular teacher on an indefinite basis, but you are still considered a substitute)
- ☐ Short-term substitute
- ☐ Student teacher
- ☐ Non-teaching specialist (e.g., guidance counselor, librarian, curriculum coordinator, social worker)
- ☐ Teacher's aide
- ☐ Other professional, administrative or support staff
- ☐ Not currently teaching
- ☐ Other (Please specify)

2. At which of the following school levels do you teach?

☐ Elementary (includes kindergarten) ☐ Middle/Junior high ☐ Senior high

3. In which of these types of schools do you teach?

☐ Public ☐ Private, Catholic ☐ Private, Other religious ☐ Private, Non-sectarian

4. What is your current primary teaching assignment field at THIS SCHOOL, that is, the field in which you teach the most classes?

☐ General elementary	☐ Mathematics
☐ Art/Music	☐ Reading
☐ Basic skills and remedial education*	☐ Religion/philosophy
☐ Bilingual education*	☐ Social studies/social science
☐ Business education	☐ Biology
☐ Computer science	☐ Chemistry
☐ English/language arts	☐ Physics
☐ English as a second language	☐ General and all other sciences
☐ Foreign language	☐ Special Education
☐ Gifted*	☐ Vocational Education
☐ Health/physical education	☐ Other (Please specify)
☐ Home economics	

* If your primary or secondary assignment is BASIC SKILLS AND REMEDIAL EDUCATION, BILINGUAL EDUCATION, or GIFTED, and as part of that assignment you teach a specific subject area (e.g., remedial math, bilingual social studies, or gifted science), check record the code for Basic Skills, Bilingual, or Gifted as the assignment area.

5. At what age did you begin your first teaching job? _____
6. In what calendar year did you begin your first teaching job? _____
7. How many years of teaching experience have you completed, including the current year? _____
8. How satisfied are you with the aspects of your job listed below?

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Not Sure
Overall job satisfaction	1	2	3	4	5
Relationship with principal	1	2	3	4	5
Relationship with other teachers	1	2	3	4	5
Relationship with parents of students	1	2	3	4	5
Present curriculum	1	2	3	4	5
Present textbooks	1	2	3	4	5
General working conditions	1	2	3	4	5
Salary	1	2	3	4	5

Status of teachers in this community 1 2 3 4 5

9. Several proposals are currently being advanced for ways to improve America's educational system. Please indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree that each of the following would improve our educational system.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Not Sure
Let each individual school decide how the school will operate	1	2	3	4	5
Give teachers greater authority in the running of schools	1	2	3	4	5
Involve parents more directly in the running of schools	1	2	3	4	5
Establish national goals for education in this country	1	2	3	4	5
Involve secondary school students more directly in the running of high schools	1	2	3	4	5
Extend the school year	1	2	3	4	5
Extend the school day	1	2	3	4	5
Recruit adults who have experience in careers other than education into teaching	1	2	3	4	5
Recruit adults who have experience as managers/administrators in careers other than education into positions as superintendents and principals	1	2	3	4	5
Demand that a student perform at grade level before he or she is passed on to the next grade . .	1	2	3	4	5
Allow greater flexibility at the school-building level in determining what and how students are taught .	1	2	3	4	5
Allow parents to send their children to the school of their choice	1	2	3	4	5

10. Would you say that the schools in your community have improved from five years ago, gotten worse, or stayed about the same?

_____ Improved _____ Gotten worse _____ Stayed about the same _____ Don't know

11. What about teachers? Would you say that the quality of people coming into teaching today is better than five years ago, worse, or about the same?

_____ Better _____ Worse _____ About the same _____ Don't know

12. There is much talk about ways to make teaching more of a true profession. To what degree do you agree or disagree that the following changes would strengthen teaching as a profession?

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Not Sure
Pay teachers based on job performance in addition to seniority and level of education	1	2	3	4	5
Let the market determine how much teachers get paid, e.g., pay people more in high demand areas such as math and science	1	2	3	4	5
Have upward mobility within the ranks of teaching, e.g., career ladders	1	2	3	4	5
Introduce a proficiency exam for entry into teaching similar to the Bar Exam for lawyers or the CPA Exam for accountants	1	2	3	4	5
Give individual teachers more autonomy in determining what and how they teach	1	2	3	4	5
Give teachers greater participation in decision-making at the district level	1	2	3	4	5
Give teachers greater participation in decision-making at the school-building level	1	2	3	4	5
Establish the National Board for Professional Teaching Standards that would grant board certification to superior teachers	1	2	3	4	5

13. Some states are now bringing adults who already have at least a bachelor's degree in a field other than education into teaching. Which ONE of the following most clearly represents your opinion about hiring non-teacher education graduates to teach?

- _____ They should be hired.
- _____ They should be given an opportunity to teach, and if they demonstrate they know the subject matter and can teach effectively, they should be hired.
- _____ They should go through one year of academic coursework in educational subjects based at a college before being hired.
- _____ They should go through a one-year paid internship that combines coursework and on-site training in a school before being hired.
- _____ They should go through a one-year unpaid internship that combines coursework and on-site training in a school before being hired.
- _____ They should take a summer workshop designed to orient them to teaching before being hired.
- _____ They should go back to college and complete a traditional teacher education program and get fully certified before they are hired as teachers.
- _____ Other (Please specify)

14. Indicate the degree to which you agree or disagree with the following statements about student learning.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Not Sure
Schools should adjust to the needs, interests and learning styles of individual students, rather than expecting them to accommodate to the norms of the school	1	2	3	4	5
Individual students are the best judges of what they need to learn and when they are ready to learn it	1	2	3	4	5
Standards of academic achievement should be flexible enough that every child can feel successful	1	2	3	4	5
Students are apt to feel pride in themselves only if they can see in the curriculum plenty of examples of success, achievement and contributions by members of their racial/ethnic/linguistic/religious group	1	2	3	4	5
Students of a given race/ethnic group are best taught by teachers of the same race/ethnic group	1	2	3	4	5
Students, regardless of their socioeconomic backgrounds, can perform at the highest levels of achievement	1	2	3	4	5

Now we would like to ask you some very important questions about your teacher preparation program. Your input on these questions is invaluable as policy-makers deal with how best to prepare teachers for this critically important profession.

15. What type of teaching certificate (license) do you hold?

- ☐ Regular or standard state certification (the standard certification offered in your state)
- ☐ The certificate (license) offered in your state to persons who have completed what the state calls an "alternative certification program"
- ☐ Provisional or other type license given to persons who are still participating in what the state calls an "alternative certification program"
- ☐ Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
- ☐ Temporary or emergency certification (requires additional college coursework and/or student teaching before regular certification can be obtained)
- ☐ Full certification by accrediting or certifying body other than state, e.g., a private school association. (Please specify)
- ☐ Other (Please specify)

_____ No certificate or license

16. What academic degrees have you received? (CHECK ALL THAT APPLY)

_____ Less than a bachelor's

_____ Bachelor's in education

_____ Bachelor's in other field

_____ Master's in education

_____ Master's in other field

_____ Educational Specialist

_____ Doctorate in education

_____ Doctorate in other field

_____ Law Degree

_____ M.D.

_____ Other (Please specify)

17. What were your majors and minors for your academic degrees and from what institutions were they granted?

	Major	Minors	College/University
Bachelor's	_____	_____	_____
Master's	_____	_____	_____
Doctorate or other professional degree	_____	_____	_____
Other (Please specify)	_____	_____	_____

18. How many college semester credit hours do you have in education courses at the undergraduate and/or graduate level(s)?

	Undergraduate	Graduate
0	_____	_____
1 - 9	_____	_____
10 - 18	_____	_____
19 - 27	_____	_____
28 - 36	_____	_____
37 - 45	_____	_____
45 or more	_____	_____

19. In which of the following areas of teacher preparation have you taken courses or had formal instruction? (CHECK ALL THAT APPLY)

	Undergraduate	Graduate	Non-University
Subject matter knowledge	_____	_____	_____
Teaching methods	_____	_____	_____
Classroom management/discipline	_____	_____	_____
Organizing instruction	_____	_____	_____
Recognizing student learning styles	_____	_____	_____
Understanding child/adolescent development	_____	_____	_____
Working effectively within the school organization	_____	_____	_____

20. Which of the following represents your status regarding your teacher preparation program leading to an initial certificate (license) to teach? (CHECK ONLY ONE)

- _____ I have completed a teacher preparation program and have completed all the requirements for a full or standard certificate to teach. IF YOU CHECK THIS ITEM, CONTINUE WITH QUESTION 21
- _____ I have begun -- but have not completed -- a teacher preparation program, i.e., I have not completed all the requirements for a full or standard state certificate to teach. SKIP TO QUESTION 23
- _____ I am not currently -- nor have I ever been -- in a teacher preparation program leading to an initial full or standard teaching certificate. SKIP TO QUESTION 24
- _____ Other (Please specify)

21. Which ONE of the following teacher preparation routes did you follow to meet all the requirements to obtain your full or standard teaching certificate?

- _____ I began a teacher preparation program as an undergraduate and completed the program eligible for a full or standard state teaching certificate at the time of receiving my bachelor's degree.
- _____ I began a teacher preparation program as an undergraduate, but received my bachelor's degree before completing my teacher preparation program and then met all the requirements for a full or standard teaching certificate.
- _____ I began a regular (or traditional) teacher preparation program after I received a bachelor's degree and met all the requirements for a full or standard teaching certificate.
- _____ I participated in what the state calls an "alternative certification program" for certifying teachers who already have a bachelor's degree in a field other than education and have received full certification to teach.
- _____ Other (Please specify)

22. How long did it take you to complete your teacher preparation program and meet all the requirements for your full or standard license to teach?

- | | |
|---|---|
| ☐ Less than 3 months | ☐ 5 to 6 years |
| ☐ 3 to 6 months | ☐ 7 to 8 years |
| ☐ 6 to 12 months | ☐ 9 to 10 years |
| ☐ 1 to 2 years | ☐ 10 or more years |
| ☐ 3 to 4 years | |

23. Which ONE of the following routes are you taking toward completion of a teacher preparation program leading to an initial full or standard license to teach? (CHECK ONLY ONE)

- ☐ I began a teacher preparation program as an undergraduate and am still in the process of completing the requirements leading to an initial full or standard license to teach.
- ☐ I began a teacher preparation program after I received a bachelor's degree and am still in the process of completing the program requirements leading to a full or standard license to teach.
- ☐ I am currently participating in what the state calls an "alternate route" for certifying teachers who already have a bachelor's degree in a field other than education, but I have not completed the program.
- ☐ Other teacher preparation program route (Please specify)

24. When you **FIRST** started teaching, how well did your teacher preparation program prepare you for the following aspects of teaching?

	Very Well	Somewhat Well	Not Well	Not Well at all	Not Sure
Subject matter knowledge	1	2	3	4	5
Teaching methods	1	2	3	4	5
Classroom management/discipline	1	2	3	4	5
Organizing instruction	1	2	3	4	5
Recognizing student learning styles	1	2	3	4	5
Understanding child/adolescent development	1	2	3	4	5
Working effectively within the school organization	1	2	3	4	5

25. How would you grade the following aspects of your teacher preparation program?

The faculty in my education courses	A	B	C	D	F	Not sure
The faculty in my subject area major	A	B	C	D	F	Not sure
The supervising staff in my teacher preparation program	A	B	C	D	F	Not sure
The courses in my teacher preparation program .	A	B	C	D	F	Not sure
Cooperating/supervising teachers in the school where I student taught or interned	A	B	C	D	F	Not sure
My overall student teaching or internship experience	A	B	C	D	F	Not sure
The peer culture of students in my teacher preparation program	A	B	C	D	F	Not sure
Overall teacher preparation program	A	B	C	D	F	Not sure

26. How well prepared are you **NOW** in the following areas of teaching?

	Very Well	Somewhat Well	Not Well	Not Well at all	Not Sure
Subject matter knowledge	1	2	3	4	5
Teaching methods	1	2	3	4	5
Classroom management/discipline	1	2	3	4	5
Organizing instruction	1	2	3	4	5
Recognizing student learning styles	1	2	3	4	5
Understanding child/adolescent development	1	2	3	4	5
Working effectively within the school organization	1	2	3	4	5

Sources for Developing Competence in Teaching

(Use these codes for this question):

- | | |
|--|---|
| 1 -- Education courses | 5 -- Studying on my own |
| 2 -- Courses in the subjects I am teaching | 6 -- My own teaching experiences |
| 3 -- Inservice activities | 7 -- The college of education faculty |
| 4 -- Other teachers | 8 -- The faculty in my subject area major |

27. Circle one or two of the above that have contributed **most** to your developing competence as a teacher using the above code numbers, e. g., circle "1" if your education courses have contributed most and circle "4" if other teachers have contributed most, etc."

Subject matter knowledge	1	2	3	4	5	6	7	8
Teaching methods	1	2	3	4	5	6	7	8
Classroom management/discipline	1	2	3	4	5	6	7	8
Organizing instruction	1	2	3	4	5	6	7	8
Recognizing student learning styles	1	2	3	4	5	6	7	8
Understanding child/adolescent development	1	2	3	4	5	6	7	8

Working effectively within the school organization . 1 2 3 4 5 6 7 8

28. What do you think are the **BEST** ways for a person to learn the following aspects of teaching?

	Mentor Teachers/ Field-based	College Courses on campus	Combination of field-based and campus courses
Subject matter knowledge	1	2	3
Teaching methods	1	2	3
Classroom management/discipline	1	2	3
Organizing instruction	1	2	3
Recognizing student learning styles	1	2	3
Understanding child/adolescent development	1	2	3
Working effectively within the school organization	1	2	3

29. In your opinion, what do you think is the **MOST IDEAL** way to prepare a person for the profession of teaching?

- _____ A teacher preparation program as part of a bachelor's degree program consisting of a subject area major, general education courses, and 18 semester credit hours in education courses, including student teaching.
- _____ A teacher preparation program as part of a bachelor's degree program consisting of a subject area major, general education courses, and at least 30 semester credit hours in education courses, including student teaching.
- _____ A teacher preparation program as part of a bachelor's degree program that consists of at least 30 semester credit hours including clinical experiences in different schools as part of the college education courses.
- _____ A teacher preparation program after one has completed a bachelor's degree program in general education and subject area major that would consist of one year of college coursework in education courses, including student teaching.
- _____ A teacher preparation program after one has completed a bachelor's degree program in general education and subject area major that would consist of one year of college coursework in education courses, followed by a year's internship working in schools with mentor teachers.
- _____ A teacher preparation program after one has completed a bachelor's degree program in general education and subject area major that would consist of a year's internship working in schools with mentor teachers.
- _____ A master's degree program in education consisting of 18 semester credit hours in education, including student teaching.
- _____ A master's degree program in education consisting of 30 semester credit hours in education, including student teaching.
- _____ A summer workshop, after completion of a bachelor's degree, that would include coursework in education and actual experience in schools.
- _____ Other (Please specify)

30. What do you expect to be doing five years from now?

- ☐ Teaching in this school system
- ☐ Teaching in another school system
- ☐ Will be retired from teaching
- ☐ Employed in an occupation outside of education
- ☐ Employed in another occupation in education
- ☐ Homemaking and/or child rearing full-time
- ☐ Attending a college or university full-time
- ☐ In military service
- ☐ Unemployed and seeking work
- ☐ Other (Please specify)

31. If you do not expect to be teaching five years from now, what would be your reason(s) for leaving teaching?

- ☐ Retirement
- ☐ Marriage or full-time homemaking
- ☐ Maternity or child rearing
- ☐ Spouse's work will take us to another community
- ☐ Further study
- ☐ Employment in position outside education
- ☐ Employment in another education position
- ☐ Military service
- ☐ Ill health
- ☐ Tired of teaching and want a rest
- ☐ Dismissal or forced resignation
- ☐ Reduction-in-force or contract non-renewal
- ☐ Too much violence in the schools
- ☐ Other (Please specify)

32. Would you be willing to teach in any of the following areas if the demand for teachers was great?

	Yes	No	Maybe
Large inner city	☐	☐	☐
Medium inner city	☐	☐	☐
Suburban	☐	☐	☐
Small town	☐	☐	☐
Rural	☐	☐	☐

33. If you checked "No" for any of the above, what would be the reasons why you would not want to teach in any of these areas? (CHECK ALL THAT APPLY)

	Large Inner City	Medium Inner City	Small Town	Sub- urban	Rural
Lack of reciprocity of my teaching license (certificate)	_____	_____	_____	_____	_____
Lack of pension portability -- I could not take my benefit package with me	_____	_____	_____	_____	_____
Spouse's place of employment would prevent my moving	_____	_____	_____	_____	_____
Too much crime	_____	_____	_____	_____	_____
I love the community I am in and have no desire to leave	_____	_____	_____	_____	_____
I was born in the area in which I teach	_____	_____	_____	_____	_____
Other (Please specify)	_____	_____	_____	_____	_____

34. If you checked "Yes" or "Maybe" in Question 32, what would be the reasons for your willingness to teach in any of these areas?

	Large Inner City	Medium Inner City	Small Town	Sub- urban	Rural
I could take my teaching license with me and not lose time or money	_____	_____	_____	_____	_____
I could take my pension plan and other benefits with me	_____	_____	_____	_____	_____
I want the challenge	_____	_____	_____	_____	_____
I want to teach young people in this type of community	_____	_____	_____	_____	_____
I don't like the school in which I am teaching . . .	_____	_____	_____	_____	_____
I don't like the community in which I live	_____	_____	_____	_____	_____
I would like to live in this type of community . . .	_____	_____	_____	_____	_____
Other (Please specify)	_____	_____	_____	_____	_____

35. How many full-time classroom teachers are there in your school? _____

36. How many of these full-time teachers are new teachers, that is, teachers who did not teach in your school or any other school last year (school year 1988-89)?

Number of new teachers _____

Don't know _____

37. In what state do you currently teach? _____

38. Which of the following categories best describes the locality of the school in which you teach?

- _____ Large inner city
- _____ Medium inner city
- _____ Small town
- _____ Suburban
- _____ Rural

39. Would you describe the community your school district serves as mostly low income, middle income or high income?

- _____ Low income _____ Middle income _____ High income

Below are some questions that have been asked of the general public, and we would like to give you an opportunity to respond to these questions.

40. If you had to choose, which of these are most important to you on the job? (CHECK TWO OR THREE)

- _____ A chance to use your mind and abilities
- _____ A clean, quiet, comfortable place to work
- _____ Being able to retire early with a good pension
- _____ Job security
- _____ A good salary
- _____ Appreciation for a job well done
- _____ Medical and other benefits
- _____ Chance to work with young people -- see young people develop

41. How satisfied or dissatisfied are you with each of the aspects of your life listed below?

	Extremely Satisfied				Extremely Dissatisfied
Your present housing	1	2	3	4	5
Your standard of living	1	2	3	4	5
Your household income	1	2	3	4	5
Your family life	1	2	3	4	5
Your health today	1	2	3	4	5
Your job/the work you do	1	2	3	4	5
Your free time -- the time when you are not working at your job	1	2	3	4	5
The way things are going in your personal life	1	2	3	4	5

42. About how often did you engage in any of the following activities during the past year?

	Every day or almost Every day	About once or twice a week	About once or twice a month	Less than once a month	Never
Watch television	1	2	3	4	5
Read a newspaper	1	2	3	4	5
Read books	1	2	3	4	5
Painting, sculpting, writing, photography, or other creative activities	1	2	3	4	5
Read magazines for pleasure	1	2	3	4	5
Participate in a club or community activities	1	2	3	4	5
Attend classes	1	2	3	4	5
Go to museums or art shows	1	2	3	4	5
Go to science or history museums	1	2	3	4	5
Read professional journals	1	2	3	4	5
Attend workshops/seminars for pleasure	1	2	3	4	5
Attend workshops/seminars related to job	1	2	3	4	5
Do some form of aerobic exercise	1	2	3	4	5

FOR THE PURPOSE OF ANALYZING THE SURVEY INFORMATION, PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT YOURSELF.

43. Your age now in years: _____

44. Your sex: _____ Male _____ Female

45. How would you describe your race/ethnic background?

- _____ American Indian or Alaskan Native
- _____ Asian or Pacific Islander
- _____ Black (not of Hispanic origin)
- _____ White (not of Hispanic origin)
- _____ Hispanic

46. Your marital status:

- _____ Married
- _____ Divorced/Separated
- _____ Widowed
- _____ Single/Never Married

47. If you have a spouse, is your spouse employed? (CHECK ONE)

- _____ Employed full-time
- _____ Employed part-time
- _____ Not employed
- _____ No spouse

48. Indicate below the highest level of education your spouse has completed. (CHECK ONE)

- | | |
|-----------------------|--|
| _____ Law degree | _____ Other post-baccalaureate degree |
| _____ M.D. | _____ Bachelor's degree |
| _____ Ph.D. | _____ Completed 1, 2 or 3 years of college |
| _____ Master's degree | _____ Completed high school |
| | _____ Less than 12th grade |

49. What kind of work does your spouse do?

Manager, administrator, not including school administrator	_____
School administrator	_____
Professional (Please specify)	_____
Technical, skilled worker	_____
Clerical	_____
Small business, sales	_____
Teacher	_____
Professor	_____
Homemaker	_____
Farmer, agriculture	_____
Unskilled, semi-skilled	_____
Student	_____
Other (Please specify)	_____
No spouse	_____

50. Have you ever held any of the following jobs in education? (CHECK ALL THAT APPLY)

_____ Elementary or secondary school teacher	
_____ College/University professor	
_____ Elementary or secondary school principal	
_____ Public school superintendent	
_____ College/University administrator (Please specify)	_____
_____ Other (Please specify)	

51. Have you ever held any of these jobs outside the field of education?

_____ Accountant	_____ Business person
_____ Medical doctor	_____ Mathematician
_____ Dentist	_____ Scientist
_____ Psychologist or psychiatrist	_____ Lawyer
_____ Corporate executive	_____ Government
_____ Journalist	_____ Nurse
_____ Architect	_____ Military
	_____ Other (Please specify)

52. What is the length (in months) of your teaching contract for school year 1989-90? _____

53. Do you belong to either of the following two teacher associations?

_____ National Education Association _____ American Federation of Teachers _____ Neither

54. Household income.

A. How many persons (adults and children) are there in your household?

_____ Adults _____ Children under 18

B. What is your current annual contract salary (before deductions) as a teacher for the 1989-90 school year?

_____ Less than \$15,000	_____ \$40,000-44,999
_____ \$15,000-19,999	_____ \$45,000-49,999
_____ \$20,000-24,999	_____ \$50,000-54,999
_____ \$25,000-29,999	_____ \$55,000-59,999
_____ \$30,000-34,999	_____ \$60,000-64,999
_____ \$35,000-39,999	_____ \$65,000 or more

C. What is your total annual household income before taxes? Include all sources of income such as income from other jobs you may have, spouse's salary, dividends.

_____ Less than \$25,000	_____ \$75,000-84,999
_____ \$25,000-34,999	_____ \$85,000-94,999
_____ \$35,000-44,999	_____ \$95,000-104,999
_____ \$45,000-54,999	_____ \$105,000-114,999
_____ \$55,000-64,999	_____ \$115,000-124,999
_____ \$65,000-74,999	_____ \$125,000 or more

55. Has there been a break of one year or more in your teaching service? If so, how many such breaks? (Disregard breaks of less than one full school year.)

Number of breaks _____ (Continue with Question 56)

No breaks _____ (Skip to Question 58)

56. If there has been a break of one year or more in your teaching service, what was your PRIMARY REASON for taking a break from teaching?

	First Break	Second Break	Third Break	Fourth Break	Fifth Break
Marriage or full-time homemaking	_____	_____	_____	_____	_____
Maternity or child rearing	_____	_____	_____	_____	_____
Spouse's work took us to another community	_____	_____	_____	_____	_____
Further study	_____	_____	_____	_____	_____
Employment in position outside education	_____	_____	_____	_____	_____
Employment in another education position	_____	_____	_____	_____	_____
Military service	_____	_____	_____	_____	_____
Ill health	_____	_____	_____	_____	_____
Tired of teaching and wanted a rest	_____	_____	_____	_____	_____
Dismissal or forced resignation	_____	_____	_____	_____	_____
Reduction-in-force or contract non-renewal	_____	_____	_____	_____	_____
Too much violence in the schools	_____	_____	_____	_____	_____
Other (Please specify)	_____	_____	_____	_____	_____

57. What calendar year did you begin teaching since your last break? _____

58. What are the THREE main reasons you ORIGINALLY decided to become a teacher, and what are the THREE main reasons you are PRESENTLY still teaching? (Check THREE in each column)

	Original Reasons	Present Reasons
Value or significance of education in society	_____	_____
Desire to work with young people	_____	_____
Interest in subject-matter field	_____	_____
Influence of a teacher in elementary or secondary school	_____	_____
Influence of a teacher or adviser in college	_____	_____
Influence of my family	_____	_____
Financial rewards	_____	_____
Long summer vacation	_____	_____
Job security	_____	_____
Employment mobility	_____	_____
Preparation program in college appealed to me	_____	_____
Wanted a suitable job until marriage	_____	_____
Wanted a job with draft deferment	_____	_____
Wanted a change from other work	_____	_____
Need a second income in the family	_____	_____
Need for income after termination of my marriage	_____	_____
Never really considered anything else	_____	_____
Opportunity for a lifetime of self growth	_____	_____
One of the few professions open to me	_____	_____
Sense of freedom in my own classroom	_____	_____
Too much invested to leave now	_____	_____
Other (Please specify)	_____	_____

If you have any comments regarding this survey, please write them on the reverse.

THANK YOU VERY MUCH FOR TAKING THE TIME TO RESPOND
TO THIS QUESTIONNAIRE

Please place the completed questionnaire in the enclosed postage-paid envelope, seal it and mail to:

National Center for Education Information
4401A Connecticut Avenue, N.W. #212
Washington, D.C. 20008

Order additional copies of

PROFILE OF TEACHERS IN THE U.S. - 1990

PROFILE OF TEACHERS IN THE U.S. - 1990 is an 83-page document reporting the results of a nationwide survey conducted by the National Center for Education Information (NCEI) of public school teachers, teachers who participated in alternative certification programs in Texas and New Jersey, and private school teachers.

PROFILE OF TEACHERS IN THE U.S. - 1990 reports on who teachers are, how they are prepared to teach, their attitudes toward student learning and numerous education reform proposals, where they teach and are willing to teach, why they originally went into teaching and why they are currently teaching, their levels of satisfaction and what they expect to be doing five years from now.

PROFILE OF TEACHERS IN THE U.S. - 1990, the first such study to examine persons who have entered teaching through both traditional and alternate routes, also includes 27 tables breaking down the data on a wide range of issues related to teacher preparation, the composition of the teaching force, and the ties or differences in perceptions among teachers who went through traditional and alternative preparation programs.

Just \$29.95 for this valuable 83-page report.

USE THIS COUPON TO ORDER TODAY!

Please send me _____ copies of **PROFILE OF TEACHERS IN THE U.S. - 1990** for:

☐ \$ 29.95 per copy prepaid or purchase order

☐ Check enclosed

☐ Purchase order enclosed

Call for special rate for bulk orders (202) 362-3444

Name _____
Affiliation _____
Address _____
City _____ State _____ Zip _____

Clip and mail to: **NATIONAL CENTER FOR EDUCATION INFORMATION**, 4401 A Connecticut Avenue, N.W., #212, Washington, D.C. 20008

Order additional copies of

PROFILE OF TEACHERS IN THE U.S. - 1990

PROFILE OF TEACHERS IN THE U.S. - 1990 is an 83-page document reporting the results of a nationwide survey conducted by the National Center for Education Information (NCEI) of public school teachers, teachers who participated in alternative certification programs in Texas and New Jersey, and private school teachers.

PROFILE OF TEACHERS IN THE U.S. - 1990 reports on who teachers are, how they are prepared to teach, their attitudes toward student learning and numerous education reform proposals, where they teach and are willing to teach, why they originally went into teaching and why they are currently teaching, their levels of satisfaction and what they expect to be doing five years from now.

PROFILE OF TEACHERS IN THE U.S. - 1990, the first such study to examine persons who have entered teaching through both traditional and alternate routes, also includes 27 tables breaking down the data on a wide range of issues related to teacher preparation, the composition of the teaching force, and the ties or differences in perceptions among teachers who went through traditional and alternative preparation programs.

Just \$29.95 for this valuable 83-page report.

USE THIS COUPON TO ORDER TODAY!

Please send me _____ copies of **PROFILE OF TEACHERS IN THE U.S. - 1990** for:

☐ \$ 29.95 per copy prepaid or purchase order

☐ Check enclosed

☐ Purchase order enclosed

Call for special rate for bulk orders (202) 362-3444

Name _____
Affiliation _____
Address _____
City _____ State _____ Zip _____

Clip and mail to: **NATIONAL CENTER FOR EDUCATION INFORMATION**, 4401A Connecticut Avenue, N.W., #212, Washington, D.C. 20009